



## **Sefton Park Infant and Junior Schools Special Educational Needs and Disability Policy**

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

- Equality Act 2010: advice for schools (Department for Education, Feb 2013)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Sefton Park Schools' Safeguarding Policy
- Sefton Park Schools' Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENDCO in consultation with Governors and in liaison with the SLT and parents of pupils with SEND.

**A glossary of all acronyms forms Appendix 1 of this policy.**

**The school's provision for pupils with SEND is coordinated by Ms Rebecca Earnshaw (Inclusion Leader/SENDCO) Ms Earnshaw is an experienced classroom teacher and holds an additional post-graduate certificate in SEND Co-ordination ('The National Award'). Ms Earnshaw is a member of the school's Senior Leadership Team. Ms Earnshaw is supported by Mrs Lisa Chester, Assistant SENDCO. The SEND Governor is Amy Lewis.**

## GUIDING PRINCIPLES

- We believe that all children, including those identified as having "special educational needs and disabilities" (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.
- We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- We are committed to inclusion and the development of cultures, policies and practices that include all learners. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We recognise that pupils learn and develop at different rates and that there are many factors that may affect achievement and engagement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and development, and we recognise that these may be long or short term.
- At Sefton Park Infant and Junior Schools we aim to identify these needs as they arise and provide teaching and learning contexts which enable all children to have full access to all elements of the school curriculum.  
**Every teacher is a teacher of every child, including those with SEND.**

### **Admissions**

- We believe that the admissions criteria should not discriminate against pupils with SEND and have due regard for the practice advocated in the Code of Practice (CoP), in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission' (COP 1:33)

## **AIMS AND OBJECTIVES**

### **Aim**

- Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils

## **ROLES AND RESPONSIBILITIES (see also Appendix 2 to this policy)**

The Governors and the Head teacher are responsible for ensuring that the general policy is followed and that the approach to provision ensures the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEND and ensure that SEND is an integral part of the School improvement Plan. The SEND Governor has specific oversight of the school’s provision, including how funding, personnel and resources are deployed. The Governing Body should review SEND provision annually and make adjustments if necessary. It is responsible for ensuring that no child is discriminated against because of their needs or disability.

- The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual

pupils with SEND, including those who have Education Health and Care Plans (EHCPs)

- The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

### **Definitions of SEND**

- Sefton Park Infant and Junior Schools identify pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice.

This defines SEND as:

xi. 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 him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(DfE, July 2014)

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” p15

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

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. 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.
- The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of these pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

## **Disability**

- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.
- Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled

children and young people might require and what adjustments might need to be made to prevent that disadvantage.

### **Broad Areas of Need**

- The school provides for pupils whose special educational needs broadly fall into the 4 areas of:
  - Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
  - Cognition and Learning** - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
  - Social, Emotional and Mental Health (SEMH)** - these difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.
  - Sensory/Physical** – this includes visual and hearing impairments, multi-Sensory impairments and physical disabilities.
- Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment. For example, if a child shows consistent unwanted behaviours, the SENDCO will assess the child's needs, taking into account

family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a 'Team Around the Family' meeting with the family and supporting services and help the child through that process. If it is felt that the presenting behaviours may be due to factors in the school environment, the SENDCO will support class teachers to make adjustments.

## Identifying SEND

- There are many ways a child's journey to the SENDCO's door can begin. It may be a parent, teacher or Teaching Assistant (TA) who first asks for guidance, or some children have arrived at our school on the Special Educational Needs Record or have a need highlighted on a home/Nursery visit in preparation for their start in Reception.
- Those of us at Sefton Park working with children with special needs have, between us, great experience in the different types of need, so when a child is not achieving well or is causing concern, we can look at the presenting behaviours and begin to 'unpick' the concern.
- Children who are seen to be 'falling behind' not achieving the expected attainment in their learning journey will be highlighted. Class teachers discuss achievement and progress in regular meetings with the Leadership Team. Some pupils may be attaining well but may be struggling with other areas of need such as social, emotional and mental health. These pupils will be discussed with the SENDCO and in SEND Consultations if their needs have not already been identified.
- Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas, it **may** be that a child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

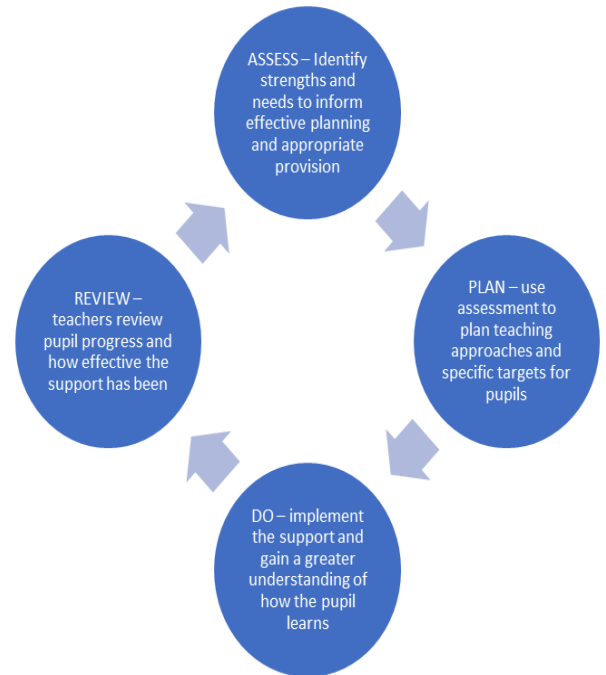
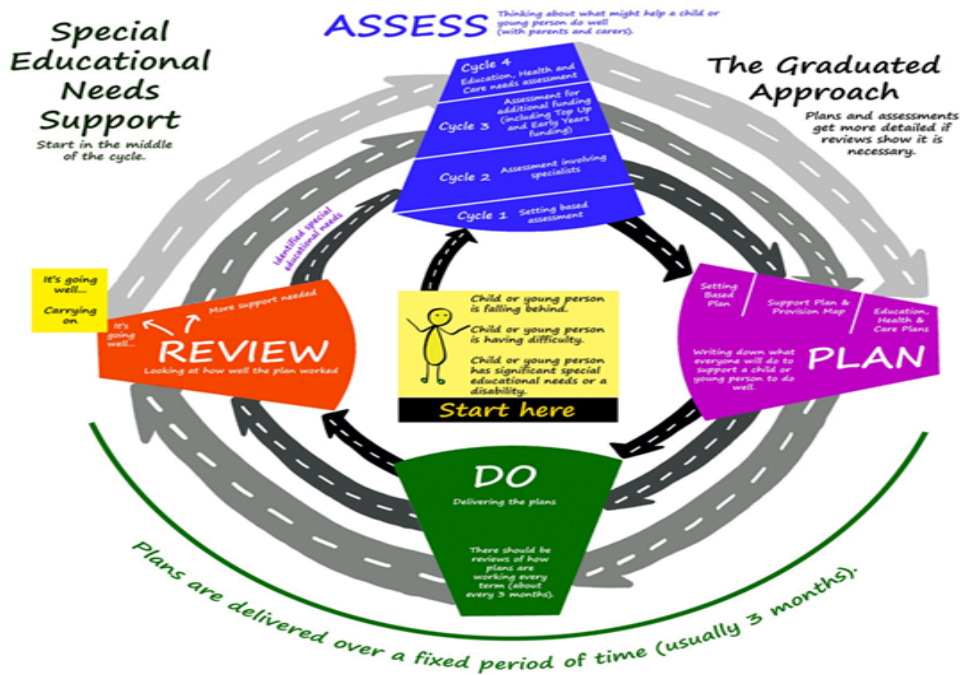
There can be many reasons for 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understand that children who experience these barriers to learning may

be vulnerable. This does not mean that all vulnerable learners have SEND. **We strive to make a clear distinction between “underachievement” - and special educational needs.** Only those with a difficulty that requires special educational provision will be identified as having SEND.

- Special Educational Need might be an explanation for delayed or slower progress but we will not use it as an excuse, we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- High quality teaching, differentiated for individual pupils, is the first step in our school’s response to pupils who have or may have SEND.
- The identification of SEND will be built into the school’s overall approach to monitoring the progress and development of all pupils.

### **A GRADUATED APPROACH TO SEND SUPPORT**

- In line with the 2015 Code of Practice requirements the school will deliver a Graduated Response Model.
- The graduated response is a model of action that recognises there is a continuum of special educational needs and that where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- When a child appears not to be making progress, then it may be necessary to offer different opportunities or use alternative approaches to learning. The child may simply need time and support to develop – rather than having SEND. This is known as making reasonable adjustments.
- There is a whole-school approach to SEND in our school – we use a cyclical approach that is called the ‘assess plan do review’ cycle. This means that teachers TAs and Senior Leaders monitor children's progress on a regular basis.



The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the child or young person progress.

Some children or young people will show good progress after the first round of support is put in place, but those with more complex needs might benefit from

the cycle being repeated several times with increasing specialist advice and support. Sefton Park Schools Graduated Response is outlined in detail in Appendix 2.

### **Action by the class teacher (prior to involvement of the SENDCO).**

Class teachers will be expected to have undertaken the following actions:

- To use existing information as a starting point
- To use assessment to identify what child knows, understands and can do
- To ensure on-going observation/assessment provides feedback so that assessment forms the basis of next steps
- To involve parents
- To involve the child
- **To not assume difficulties are within the child** and to make adaptations to their teaching plans and styles.
- To make use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements.
- To provide evidence of differentiation (and match planning to individual needs)
- To plan and oversee any arrangements to address the child's difficulties.
- Pupils not making sufficient progress with this level of support will trigger a consultation with the SEND Team.
- The class teacher will assess needs and liaise with the SENDCo and Assistant SENDCo during consultation meetings. These meetings are held in September, January and April/May.
- If a child's needs emerge as a concern during the year, the class teacher will complete a 'Request for Help' form. These forms are triaged by the SENDCo and Assistant SENDCo on a Tuesday morning.
- The class teacher will meet with parents (with Assistant SENDCo if needed) and then put in place additional support strategies and interventions to ensure progress. A One Page Profile will be compiled and sent to parents.
- The child will be added to the 'Monitoring List'. Parents will be informed and a letter sent explaining our processes.
- This will be reviewed at the next consultation meeting (or after one cycle of assess-plan-do-review).
- If a child has not made adequate progress, despite intervention then a

decision will be made to move them to SEN Support (in collaboration with parents).

### **The Graduated Response**

- Will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning and support are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

### **MANAGING PUPILS NEEDS ON THE SEND RECORD**

- We use the 'Waves of Intervention' model to plan provision for all pupils:

#### **Universal Provision**

- Universal provision describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Before any additional provision is considered we consider what is already available to all pupils through differentiated work and an inclusive learning environment.  
Many children and young people will have their special educational needs met in mainstream schools through good classroom practice. **This is called Quality First Teaching (QFT).**

QFT can include:

A well-organised and labelled classroom (with picture symbols)

Planning by deciding what everyone can learn then 'scaffolding up'

Use of visual schedules and structure

Instructions given in small chunks with visual cues

Understanding checked by asking pupils to explain what they have to do

Memory supported by explicit demonstration and modelling of memory techniques

Use of concrete resources to support abstract concepts

Pupils are clear what is expected – use of ‘WAGOLL’ – what a good one looks like – examples.

Explicit teaching of routines and transitions

Over-learning, opportunities to rehearse and consolidate new learning

Where the nature of pupils’ needs is such that they will need ‘additional to’ or ‘different from’ provision in the identified areas, teachers must still consider how QFT can enable the pupils to access the curriculum.

### **Targeted Provision**

- This is part of our normal differentiated curriculum and teachers’ regular planning for ‘target’ groups or small group interventions. Most pupils receive targeted provision because they have fallen a little behind their peers in literacy or mathematics or in social and emotional development. They will not necessarily have SEND as defined in the CoP.

### **Personalised/Specialist Provision**

- This intervention is for pupils for whom quality first teaching and small group programmes are not enough. It may need to be a more intensive programme, involving more specialist expertise/advice in the delivery, and may involve individual support.

The intention of intervention is to support progress for all children; we believe that interventions should be a short term measure, not a way of life. Our whole school approach means that interventions will be provided to meet the needs of the pupils currently within school whether they have been identified as having Special Educational Needs or need targeted support as part of a focus group. The school will maintain a provision map of the support, arrangements and evidence-based interventions available to ensure that pupils with SEND can access learning and maximise their achievements.

## **The stages of SEND provision are:**

SEND Support

Education, Health and Care Plan (EHCP)

### **SEND Support**

- Involves early intervention that is additional to, or different from the normal curriculum. This is targeted support and can be within a classroom or in the form of evidence-based interventions.
- If the interventions planned during support do not enable the child to make satisfactory progress over a period of time then we, in consultation with parents/carers, may seek support from external agencies.
- Pupils' needs and strategies will be recorded on a 'SEND Profile' these profiles provide a snapshot of the child and are a key communication tool to be shared with all staff who work with the pupil. 'Additional to or different from' provision will be recorded on these by the teacher, monitored by the SENDCO. These will be shared with parents.
- For the majority of pupils these documents will be written by the class teacher and the pupil, with advice where necessary from the SENDCO. The Profile details the child's strengths, their areas of weakness and the support that should be offered by all adults working with the child. This might include specific instructions about seating or classroom layout; detail the prompts and scaffolds (sentence starters, word mats etc) or specialist equipment to be used by the child. Plans should list any interventions the child is receiving along with specific outcomes/targets.
- These documents need reviewing either when the provision made for a child changes or the child's need change. They are timetabled to be written/reviewed in Term 1, Term 3 and Term 5, involving pupils and parents as much as possible. These documents are explained in more detail in Appendix 3.

### **Specialist Support Services**

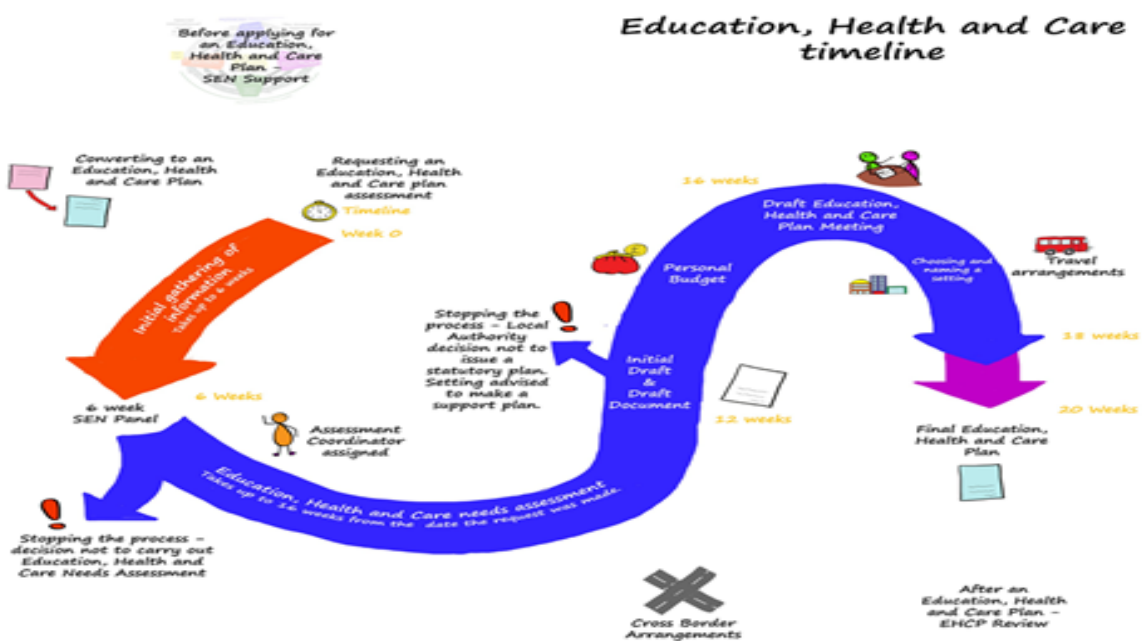
- Our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. We work in partnership with a speech and language therapist who visits school three times yearly. Our link speech and language therapist is Matt Hazell.
- We may also seek advice from: Educational Psychologist, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), School Nurse, Community Paediatrician, Families in Focus, Sensory Support Service, Bristol Autism team (BAT).

### **Education Health and Care Plan (EHCP) Request**

- Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority (LA) to carry out an assessment of their needs to see if they are eligible for an Education Health and Care Plan (EHCP).
- The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried.
- The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.
- Assessments should be carried out in 20 weeks from the date of the initial request
- Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe and complex needs that require more specialist advice and support.
- In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Further information about EHCPs can be found here

<https://www.bristol.gov.uk/web/bristol-local-offer/education-health-and-care-plans>



## Education Health and Care Plan (EHCP)

- Once a pupil has an EHCP naming Sefton Park, the SENDCO will ensure that those teaching or working with the child are aware of their needs and have arrangements in place to meet them.
- The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place at least annually.
- If a pupil's special educational needs change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

## CRITERIA FOR EXITING THE SEND RECORD

- There is a whole school approach to SEND in our school – it is everyone's responsibility and concern. Teachers and TAs monitor children's progress

on a regular basis using both formative and summative assessments. We have a robust tracking system and data is uploaded and analysed 3 times yearly.

- There are informal and formal discussions and meetings to discuss pupil progress. We look to see whether children are making the expected progress and achieving their potential.
- If, through the intervention and support that has been put in place, children make rapid progress and are then in line with age-related attainment and expectations then they may be removed from the SEND list in consultation with parents, the child, the class teacher and SENDCO. If other professionals or outside agencies have been involved then they may also be consulted if it is needed.

## **SUPPORTING PUPILS AND FAMILIES**

### **Parents as Partners**

All parents and carers of pupils with special educational needs at Sefton Park are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Sefton Park will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

**Parents/carers will be involved at all stages of the education planning process. Meetings to discuss your child's progress can be arranged with the class teacher (or SENDCO if this is appropriate)**

### **Pupil Voice**

- The pupil's views will always be sought, but this may not be through direct discussion with the pupil.
- Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

### **Access Arrangements**

- At Sefton Park, we ensure that all children are able to access tests and assessments by use of 'Access Arrangements'. Access Arrangements are changes made to the conditions under which candidates sit tests if there is evidence that they have specific difficulties.
- Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, additional time, readers, scribes and Braille question papers, coloured overlays, sign language interpreters.
- Access Arrangements for KS2 SATs are applied for by the SENDCo in April. Your child's class teacher will inform you of what arrangements have been made.

## **Transition**

- Transition is a part of life for all learners, whether it involves moving to a new class or moving to a new school. We recognise transition is an important time for all children, but especially so for a child with SEND. Consequently, we work with parents, children and staff to ensure these transitions run as smoothly as possible.
- If your child is joining our school we are happy to meet parents of children with 'SEND' to discuss the transition to our school. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to your child joining us. Home visits are often carried out as part of the induction process.
- In Term 6, we dedicate 2 staff meetings to transition between year groups. We acknowledge that transition to new classes and in particular, transition between the two schools can be difficult for pupils with SEND.
- Robust transition planning ensures that every child will experience support and success as they transfer between the and primary and secondary schools. Planning will take account of the whole child and ensure a multi-agency approach is utilised where necessary. Where possible, children will visit their new school on a few occasions and staff from our school will accompany the child. The SENDCO will liaise with staff to ensure that information is shared and records are forwarded.

## **TRAINING AND RESOURCES**

### **Staff Training**

- Ms Earnshaw undertakes regular training as part of her continuing professional development. She attends regular cluster meetings to update and revise developments in SEND.
- SEND is a regular agenda item on the staff meeting rota so all staff are kept up-to-date with SEND issues.

- The school has five inset days a year, where all staff undertakes relevant training for the academic year ahead.
- Training is provided through in house expertise, by the Inclusion Leader/SENDCO or Subject Leaders where appropriate.
- Specialist courses are attended when required to further develop staff's skills.

### **SEND Funding and Allocation of Resources**

- The school has a SEND budget, which is distributed according to needs. Some of this budget is set aside to provide equipment or resources for a specific child if there is a need.
- The governing body takes an overall strategic view of the deployment of financial resources to provide high quality learning for all our pupils. This includes ensuring that provision is made to make good use of the notional SEND budget as well as our Pupil Premium allocation.
- The Head Teacher, the SENDCO and other members of SLT discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children identified as not making as much progress as would be expected.
- Staffing arrangements for pupils with SEND varies according to the needs of each child on the SEND Record. Every child on the record has a Provision Plan and the staffing required for the needs of the child are clearly documented. The whole-school Provision Map records in detail the time and cost of additional and different provision.
- We have many teachers and teaching assistants trained in intervention programmes which they can deliver as and when children need them under the direction of the Inclusion Leader and Class Teacher.

### **MONITORING THE IMPACT AND SUCCESS OF SEND**

We will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

- Rigorous analysis of data
- Teaching and Learning through Learning Walks, monitoring visits, planning and work scrutiny.
- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress.
- The success of resource use.
- The impact of training and new approaches to meeting needs.
- The identification of training needs.
- The impact and outcomes of the review process.
- The development of pupil participation.
- Relationships with parents.
- The impact of the statutory process on pupil progress.
- The success of involvement of outside agencies.
- The success of liaison with other schools.

We report information about these aspects to the governing body, who in turn report to parents/carers through the Governor's Annual Report. This Annual Report also includes the details of SEND provision and of the Access Plan, along with information required by the Disability Discrimination Act.

The SENDCO will carry out a yearly audit and produce a 'development plan' which will be linked to school priorities. Progress will be reviewed and shared with the Senior Leadership Team.

### **PUBLISHING AND STORING INFORMATION**

- Sefton Park Infant and Junior Schools have a duty to publish information on their website regarding policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required complies with the Special Educational Needs and Disability Regulations 2014. See our current SEND Information Report for more information.

- Under the Data Protection Act 1998, and other regulating acts, access to their own personal information is a statutory right for pupils (if they are of an age to understand the information they request) and parents (as defined in the Education Act 1996) may also request access to their child's personal data.
- Personal data should always be kept securely and access to it should only be by those authorised to see it – confidentiality should be respected. The law also provides that personal data should not be kept longer than is required.
- Personal data and school records about pupils are confidential to the child. The information can be shared appropriately within the professional working of the school to enable the school to make the best educational provision for the child. The law permits such information to be shared with other educational establishments when pupils change schools.
- School records for a child should be kept for 7 years after the child leaves the school, or until the child reaches 25 years of age (whichever is greater) and examination records the same.

## **ACCESSIBILITY**

- Sefton Park Infant and Junior Schools are a single site school arranged on two levels with stairs from the ground floor to the first floor (Junior school only). The upper level houses one classroom. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms lead off two main halls, which are both level and therefore suitable for wheelchair access. There is a toilet that is fully accessible for disabled children and adults, with washing facilities and changing area in the infant school.
- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, autism etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum wherever possible, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation,

curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

- Our school's 'Accessibility Plan' is available on the school's website.

### **Access to extra-curricular activities**

- All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children if these are run by school. For clubs that are run by external providers, please talk to them directly if your child has additional needs. We are always happy to liaise and advise to support participation.
- Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs. To ensure inclusion, we meet with parents and draw up a risk assessment and plan, where necessary.

### **BULLYING**

- At Sefton Park Infant and Junior Schools we believe that all members of the school community should feel valued, safe and secure and have a right to work and learn in a relaxed, secure environment free from harassment and bullying. We are a TELLING school; incidents will be dealt with promptly and effectively.
- Resources are reviewed regularly to ensure they include books that reflect issues of disability, difference and valuing diversity.
- We aim to make optimum use of tools such as Circle Time and Personal, Health and Social Education (PHSE) to help prevent bullying and discrimination.
- Our Anti-Bullying Policy can be found on our school website.

### **ARRANGEMENTS FOR COMPLAINTS**

- If you have a concern you can make an appointment to see the class teacher to discuss it, this is usually best done after school when the children have gone home, and the teacher is able to give you quality time.
- If you feel the matter has not been dealt with you can make an appointment to see the Inclusion Leader, hopefully this will be on the same day, although this is not always possible.
- Our complaints procedure sets out the steps to follow should you be unhappy with any aspect of your child's education. Please see our school website or enquire at the school office for more information.

### **REVIEWING THIS POLICY**

- This policy will be reviewed and updated annually. The date for the next review is **March 2025**.

## **APPENDIX 1**

### **Glossary of terminology (acronyms)**

#### **ADHD**

Attention Deficit/Hyperactivity Disorder

#### **ASC**

Autistic Spectrum Condition

#### **CAMHS**

Child & Adolescent Mental Health Service

#### **CoP**

Refers to the 'Code of Practice' Practical guidance to Local Authorities and the governing bodies of all maintained schools

#### **DfE**

Department for Education

#### **Dyscalculia**

Pupils having difficulty in acquiring mathematical skills

#### **Dyslexia**

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

#### **Dyspraxia**

Pupils with impairment of gross and fine motor skills/co-ordination

#### **EHCP**

Education Health and Care Plan. A legally enforceable document that describes the special educational needs of the child and how these needs will be met by different services.

#### **LA**

Local Authority

**LSA**

Learning Support Assistant

**MLD**

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

**PMLD**

Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties

**SALT**

Speech and Language Therapist

**SEND/D**

Special Educational Needs/Disability

**SENDCO**

Special Educational Needs and Disabilities Co-ordinator

**SLD**

Severe Learning Difficulties

**SpLD**

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

**APPENDIX 2**

**Roles and responsibilities in relation to this policy:**

Provision for pupils with SEND and additional needs is a matter for the school as a whole, drawing on the SENDCO for advice.

**The Governors have responsibility for:**

- appointing a SEND Governor to monitor the quality of SEND provision and report back regularly to the governing body. This governor should meet regularly with the SENDCO.
- appointing a 'Child in Care' (CiC) governor to monitor the quality of provision for CiC and report back regularly to the governing body. This governor should meet regularly with the designated teacher for CiC (Ms Rebecca Earnshaw)
- reviewing and developing the school's SEND policy with the SENDCO.
- ensuring that necessary provision is made for any pupil with SEND, a disability or an additional need, so they can take part in all school activities.
- ensuring that all staff are aware of their statutory duties in relation to children with SEND.
- reporting to parents on the implementation and effectiveness of the school's SEND policy in the Annual Governors' Report.

**The Head teacher has responsibility for:**

- the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- working closely with the SENDCO.
- monitoring and reporting to the governors on SEND issues and the effectiveness of SEND policy and provision.

**The SENDCO/Inclusion Leader has responsibility for:**

- the implementation of the school's SEND policy;
- co-ordinating provision for pupils with SEND;
- supporting and advising colleagues;
- overseeing the records of all children with special education needs;
- acting as the link with external and other support agencies;
- liaising with SENDCOs in receiving schools/feeder settings and or other primary schools to help provide a smooth transition from one setting to another;
- providing additional advice and guidance to parents;
- modelling and ensure exemplary practice and demonstrate impact;
- being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support;
- advising on the graduated approach to SEND support;

- advising the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributing to the professional development of all staff;
- keeping up to date with curriculum issues within the setting, the LA and nationally which are specifically related to inclusion;
- working with the Head teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) and the Children and Families Act (2014)

**Class teachers have the overall responsibility for:**

- identifying and planning provision for children with SEND, with support from the SENDCO when necessary;
- providing a differentiated and personalised curriculum to meet the needs of individual pupils;
- developing and writing One Page Profiles, Provision Plans and SUPPORT PLANS for pupils with SEND; involving pupils and parents in their development wherever possible.
- Acting as the link for parents;
- liaising with support staff (including School Meals Support Assistants) involved with pupils with SEND and keeping them informed about pupils' needs, provision and support strategies;
- reviewing plans at regular intervals with support staff, pupils and parents;
- keep clear records of intervention, provision and assessments of progress (in an electronic and hard copy file);
- seek advice from colleagues and opportunities for Continuous Professional Development in order to provide appropriately for children with SEND and additional needs.

**LSAs have responsibility for:**

- supporting pupils' individual needs and help with the inclusion of pupils with SEND within the class;
- contributing to plans, monitoring and reviewing progress;
- contributing to review meetings;

- giving feedback to teachers about pupils' responses to tasks/strategies/interventions
- keeping clear records of interventions, provisions, assessments and observations carried out by themselves.

### **APPENDIX 3**

#### **Graduated Response**

| Stage   | Response  |
|---|---|
| Universal Provision                               | <ul style="list-style-type: none"> <li>● All children receive high quality first teaching.</li> <li>● Continuing professional development for teachers to cater for all learners.</li> </ul>  |
| Stage 1<br>Emerging concern<br>Additional Support | <ul style="list-style-type: none"> <li>● The class teacher will assess needs and liaise with the SENDCo and Assistant SENDCo during consultation meetings. These meetings are held in September, January, and April/May.</li> <li>● If a child's needs emerge as a concern during the year, the class teacher will complete a 'Request for Help' form. These forms are triaged by the SENDCo and Assistant SENDCo on a Tuesday morning.</li> <li>● The class teacher will meet with parents (with Assistant SENDCo if needed) and then put in place additional support strategies and interventions to ensure progress. A One Page Profile will be compiled and sent to parents.</li> <li>● The child will be added to the 'Monitoring List'. Parents will be informed and a letter sent explaining our processes.</li> <li>● This will be reviewed at the next consultation meeting (or after one cycle of assess-plan-do-review which is 2 terms).</li> <li>● If a child has not made adequate progress, despite intervention then a decision will be made to move them to SEN Support (in collaboration with parents) .</li> </ul> |
| Stage 2 SEN Support<br>Targeted Support           | <ul style="list-style-type: none"> <li>● The class teacher will assess needs and liaise with the SENDCo and Assistant SENDCo during consultation meetings. These meetings are held in</li> </ul>  |

|  |  |
|--|--|
|  | <p>September, January, and April/May.</p> <ul style="list-style-type: none"> <li>● The class teacher will compile a SEND Profile. The profile will include One Page Profile and a provision plan which will include <ul style="list-style-type: none"> <li>- Short term outcomes which are linked to their needs</li> <li>- Details of any extra support (interventions or approaches)</li> <li>- Who will help</li> <li>- How often this happens</li> <li>- Evaluation of progress and challenges</li> </ul> </li> <li>● The class teacher will send this out to parents</li> <li>● This will be reviewed and communicated to the SEND Team.</li> <li>● Progress will be monitored: if a child is not making progress despite intervention, then the team may seek advice from other agencies. For example, we may ask our speech and language therapist who visits us 3 times a year to see the child and make recommendations or we may make a referral to an Educational Psychologist or an OT.</li> </ul> |
| <p>Stage 3 SEN Support with multi-professional input Targeted (increasingly more personalised) Support</p> | <ul style="list-style-type: none"> <li>● These children are receiving additional support from a number of professionals to meet their needs.</li> <li>● The class teacher will liaise with the SENDCo during consultation meetings. These meetings are held in September, January and April/May.</li> <li>● There may be additional meetings during the school year which will be attended by the Assistant SENDCo or SENDCo in order to ensure that progress is actively monitored.</li> <li>● If a child is not making progress despite this support and it is felt that the child is accessing provision above the core offer (Ordinarily Available Provision) then a decision will be made about progressing to the next step.</li> </ul>  |
| <p>Stage 4 SEN Support Education Health and Care Assessment (EHCNA) Personalised Support</p>               | <ul style="list-style-type: none"> <li>● An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.</li> <li>● These pupils are likely to have complex and enduring needs. There is evidence that they need support 1:1 or in small groups for at least 50% of the school day/week.</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● EHCPs identify educational, health and social needs and set out the additional support to meet those needs.</li> <li>● An EHC needs assessment is an assessment of a child or young person’s education, health and care needs.</li> <li>● It’s a detailed exploration to find out what your child's special educational needs are and what provision needs be put in place to meet them.</li> <li>● The EHC needs assessment is the step before an Education, Health and Care Plan (EHCP).</li> <li>● The school or parents can ask the Local Authority for a needs assessment.</li> <li>● The assessment does not always lead to an EHCP being written</li> </ul> |
| <p>Stage 5 Education Health and Care Plan (EHCP)</p> | <ul style="list-style-type: none"> <li>● An Education, Health and Care plan is a legal personalised document.</li> <li>● It sets out the education, health and social care needs of a child or young person.</li> <li>● Families and professionals work together to consider the outcomes they would like to see and how best to meet them.</li> <li>● The plan focuses on making sure children can access education, training, health and care services. This helps them to reach their individual potential and be fully prepared for adult life.</li> <li>● An EHCP is necessary for children to access specialist settings.</li> </ul>  |

## **APPENDIX 4**

### **SEND Profiles and Support Plans**

SEND Profiles have two parts:

- The first part captures key information about a child. Information is structured under standard headings that enable teachers and other professionals to understand the child and how best to support them. This information enables teachers to be aware of the strengths, interests and specific support needs of their pupils. They are also a way for pupils to voice how they want to be supported in school.
- In line with best practice, information for the profile should include pupil voice, parent voice and professional insight.  
<https://schools.local-offer.org/chilids-journey/voice-of-the-child/how-to-gain-pupil-voice/>
- Maintaining these profiles is the responsibility of the class teacher, although advice will have been sought from the SENDCO and should be developed by bringing together contributions from the young person, their parents/carers and teaching assistants. This creates a rounded picture of the young person that reflects the young person's views and everyone's expertise.
- Each profile must have a photograph of the child and the following sections:

**What people like/admire:** This section lists the positive qualities, strengths and talents of the young person

**My hopes and dreams:** This section details pupils' and parents' aspirations short-term and long-term

**What's important to me:** This section needs to have enough detail that someone who does not know the child could understand what matters to them. It is a bullet list of what really matters to the child from their perspective (even if others do not agree).

**What I find difficult:** This section will detail the areas of specific need.

**How best to support me:** This is a list of how to support the child at school, and what is helpful and what is not. It can include any specific 'buttons' that get pushed, and how to avoid or handle them. The information in this section includes what people need to know, and what people need to do.

- They are also a key communication tool and as such should be shared with parents and be available to all staff working with the child. **We advise that Profiles are kept in a folder and made available for supply teachers.**
- Copies of all profiles should be stored electronically. A copy should also be sent to parents.

The second part is a plan which is updated at least 2 x yearly. It should include:

- Short term outcomes which are linked to their needs
- Details of any extra support (interventions or approaches)
- Who will help
- How often this happens
- Evaluation of progress and challenges

**Copies will be shared with parents/carers**

- A child may be moved onto a **Support Plan** following sustained support with little effect after discussion with the SENDCO; or after discussion with outside agencies. Parents should be involved in and consulted about this decision. It is expected that a meeting will take place between the parents/carers, teacher and SENDCO. These children will normally have low-incidence needs and multi-agency involvement.

## APPENDIX 5

### Yearly Overview

| Date | Actions |
|------|---------|
|------|---------|

|                        |   |
|------------------------|---|
| Term 1                 | SEND Consultations with SEND Team<br>Get to know your children to help revise OPPs<br>Ensure all paperwork and new provision/outcomes are in place by the end of T1.    |
| End of Term 2          | Reviews for high-needs pupils   |
| Term 3                 | SEND Consultations<br>Plans are to be reviewed/RAG rated and new targets set by the end of term and sent to parents. A meeting should be arranged to discuss if needed. |
| End of Term 4/early T5 | Reviews for high-needs pupils   |
| End of Term 5          | SEND Consultations<br>Plans are to be reviewed/RAG rated and new targets set by the end of term and sent to parents. A meeting should be arranged to discuss if needed. |
| Term 6                 | RAG rate targets at the end of T6.<br>Transition meetings.<br>Handover/planning meetings to be held for high-needs pupils.  |