

Learning for Ourselves, Respect, We Can



# **SPECIAL EDUCATIONAL NEEDS and/or DISABILITY POLICY AND PRACTICE (SEN Information Report)**

**Reviewer: Nicky Rix (SENDCO) National Award for SEN Coordination (Awarded by Middlesex University 26<sup>th</sup> November 2012)**

**Reviewed: September 2018**

**Reviewed and approved by Full Governors:**

**Next update: September 2019**

**RRS:-**

- . **Best interests of the child.** The best interests of the child must be a top priority in all actions concerning children.
- . **Children with disability.** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
- . **Goals of education.** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

This policy should be read in conjunction with the Inclusion Policy, Anti-bullying policy, Accessibility plan, Behaviour policy and the school's Local Offer (available on Lyndhurst's website).

## CONTENTS

### PAGE NUMBER –

2	Principles
3	Introduction
	Aims
4	Educational Inclusion
	Special Support Centre
6	Roles and Responsibilities
9	Identification, Assessment, Recording and Monitoring
12	Categories of Special Educational Needs
12	The SEN Register
	Monitoring Pupil Progress
	Planning
14	Record Keeping
	Individual Learning Plans
15	Intervention and Support Groups
15	Admission, Liaison & Transition
16	Partnership with parents/carers
17	Staff Training
17	Complaints Procedures
17	Health and Safety and Risk Assessments
18	Special Educational Needs Team.

## Principles

Lyndhurst Infant school supports the principles underpinning the Code of Practice:

- The participation of children, their parents/carers and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents/carers.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- A focus on inclusive practice and removing barriers to learning and engage in the activities of the school (including physical activities) together with children who do not have special educational needs.
- Ensure that pupils with SEND can be involved in every aspect of school life and feel respected and valued as individuals.
- A whole-school approach to understanding emotional wellbeing and mental health.
- Successful preparation for adulthood, including independent living and employment.

All children at Lyndhurst Infant School are entitled to a broad and balanced curriculum, planned and high quality teaching that is differentiated and personalised to meet their individual needs, including children with Special Educational Needs and/or Disabilities, and those who show exceptional talents and academic ability. We will use our best endeavours to meet the needs of all the children.

Lyndhurst Infant School is an inclusive school, engendering a sense of community and belonging.

Children with Special Educational Needs and/or disabilities (SEND) are integrated and included in the school's curriculum.

Children succeed in their learning when they feel confident and their self-esteem is high, this promotes independence and builds resilience. Lyndhurst Infant School adopts a 'person centred, whole school' approach to the management and provision of support for pupils with special educational needs. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education.

## **Introduction**

This Special Educational Needs policy supports our School Inclusion Policy and reinforces the need for fully inclusive teaching and learning styles. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and/or disabilities (SEND).

The following definition of Special Educational Needs is taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The Code of Practice (2015) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.

The Code of Practice states “Children or a young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care.

The Equality Act (2010) defines a disabled person as someone who has,

“A physical or mental impairment and the impairment have a substantial and long-term adverse effect on pupil’s ability to carry out normal day-to-day activities”. (EQA Section 6(1))

## **Aims**

At Lyndhurst we endeavour to teach all children, recognising their individual differences and needs. We aim to develop each individual child to the best of his or her abilities within a stimulating and safe learning environment, providing access to a broad and balanced curriculum.

For those children identified as having SEN we aim to:

- Ensure that no child is refused admission on the grounds that the school cannot cater for his/her SEND.
- Create an environment that meets the special educational needs and/or disabilities of each child.
- Identify, assess and support pupils of concern as early as possible.
- Involve and inform parents/carers of their child’s changing needs and the provision offered to help them progress.
- Advise parents/carers of organisations, services that can provide additional support.

- Ensure that all members of staff and parent/carers recognise and accept responsibility for meeting pupils' individual needs.
- Take into account the reasonable opinion of the child concerned, considered in the light of his/her understanding.
- Work closely with outside agencies e.g. Speech and Language Therapists etc...
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that all pupils have access to a broad and balanced curriculum.

### **Educational Inclusion**

At Lyndhurst through appropriate curriculum provision we respect the fact that children:

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

Teachers respond to children's needs by:

- providing appropriate support for children including those with physical disabilities who need help with any aspect of their education. The Equality Act (2010) supports this ethos.
- developing children's understanding through the use of all available senses and experiences.
- planning and providing appropriate learning opportunities and to participate in physical and practical activities.
- helping children to manage social, emotional and mental health needs and to take some responsibility for learning effectively and keeping safe in the school environment.

### **Special Support Centre (SSC)**

At Lyndhurst we are fortunate enough to have a Special Support Centre (SSC) for eight children with social communication difficulties and/or a diagnosis of autism. The children are from a wide surrounding area and work with dedicated staff with a wealth of knowledge and experience in the field of social communication conditions.

The aims of the SSC are to enable children to explore their potential without limits, in a caring and empathetic environment. The children are taught according to their Individual Learning Plans and Education and Health Care plans with personalised targets/outcomes to support their individual social, emotional, mental and physical needs.

In the SSC, the children are taught according to the National Curriculum through topic based activities. Every child is provided with individualised learning targets/outcomes to support their specific needs. In the SSC we take a child-centred approach to teaching and learning and therefore all aspects of their development are carefully planned and taught according to individual needs.

We provide regular speech and language sessions with a speech and language therapist, weekly feelings groups, social skills sessions as well as one to one and group supported class based activities. The SSC aims to provide every child with a supported integration programme to provide opportunities for them to work within the mainstream environment.

The SSC provides a secure environment in which every child is provided with opportunities to learn in a way which suits their individual needs. We aim to provide a safe, stimulating and caring learning environment in which all of the children can thrive.

## **Roles and Responsibilities**

### **The Governing Body**

The SEN Code of Practice (2015) states Governing Body has responsibility for publishing information on the school's website about the implementation of the governing body's policy for pupils with SEN. This includes:

- The kinds of SEND that are provided for, which is outlined in Lyndhurst's schools Local Offer (published on the schools and the local authority websites – [westsussex.local-offer.org/](http://westsussex.local-offer.org/)).
- Policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENDCO.
- Arrangement for consulting parents/carers of children with SEND and involving them in their child's education.
- Arrangement for assessing and reviewing children's progress towards outcomes. This should include the opportunities available to work with parents/carers as part of this assessment and review.
- Arrangements for supporting children in moving between phases of education e.g. transitions.
- The approach to teaching children with SEND.
- How adaptations are made to the curriculum and learning environment of children with SEND.
- The expertise and training of staff to support children with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for children with SEND.
- How children with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.
- Support for improving emotional, mental and social development e.g. enforcing anti-bullying policy.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and support their families.
- Arrangement for handling complaints from parents of children with SEND about the provision made at the school.

The Governors liaise with the Head Teacher and SENDCO to determine the school's policies and approach to provision for children with SEND, establishing the appropriate

staffing, training and funding arrangements and maintaining a general overview of the school's work.

### The Head Teacher

The Head Teacher has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Ensuring the SEN policy is implemented.
- Keeping the Governing Body and staff fully informed of issues and provision in regard to SEND.
- Providing opportunities for INSET and training.
- Ensuring the SENDCO is informed of current issues.
- Attending interviews with parents/carers as necessary.
- Working closely with the SENDCO on the development of the SEND policy and provision for children with SEND.
- Observe and monitor teacher's teaching to ensure its high quality and is differentiated for individual pupils.
- Regularly and carefully monitoring and evaluating the quality of provision for all pupils e.g. gaining parents'/carers', pupils', staff and Governors' views.

### Class teachers

The Head Teacher has responsibility for:

- Accountability for the progress and development of the pupils in their class, including those with SEND.
- Providing high quality teaching, differentiated for individual pupils.
- Improving progress rates and outcomes for all children, with an aim to close the achievement gap between SEND and other children.
- Liaising with the SENDCO and members of staff who work with SEND pupils in their class.
- Liaising with external agencies and provide written reports.
- Meeting with the SEND pupils' parents/carers to ensure they understand the pupil's area of strength and difficulty, and share the next steps of learning.
- Teacher led discussions (supported by the SENDCO) with parents/carers to share their good knowledge and understanding of the SEND pupil's needs and attainment. This will provide an opportunity for the parent/carers to share their concerns and, together with the teacher, agree their aspirations for the pupil.
- Ensuring that they are aware of the school's policy for SEND.
- Following the agreed procedures with regard to identification, assessment and provision for pupils with SEND.
- Ensuring the appropriate use and deployment of resources, including ICT, visual timetables etc...
- Planning for SEND pupil's to be involved in activities, trips or extra-curricular activities, with the involvement of parents/carers.
- Informing colleagues and those concerned with the child, of any information imparted by the parent/carers pertaining to the child's progress.

- Writing, implementing and reviewing termly Individual Learning Plans (I.L.P.s) in consultation with parents/carers, support staff and pupils, to set clear outcomes and review progress regularly,
- To record and monitor the provision that is put in place for the SEND children, in order to evaluate the impact.
- Guiding the work of Teaching Assistants through planned intervention in relation to targets/outcomes identified on I.L.P.s.
- Ensuring record keeping procedures (group and individual) are adhered to.
- Implementing individual programmes devised by outside agencies.
- Informing Teaching Assistants of individual programmes to be implemented.

### The Special Educational Needs Co-Coordinator (SENDCO)

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND and evaluates the effectiveness of the inclusion provision.
- To monitor and track how well SEND pupils are progressing.
- Provide provision mapping across year groups and track the impact of specific interventions to ensure pupils make better progress.
- Liaising with the relevant Designated Teacher where a looked after pupil (CLA) has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaising with parents/carers of pupils with SEND.
- Liaising with Early Year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Head Teacher and school governor to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date. (Code of Practice 2015)
- Oversee children's wellbeing e.g. pastoral, medical and social support e.g. organise social skills, feeling, mindfulness groups with the Family Engagement Support Officer or Learning Mentors. To build children's independence and resilience to avoid exclusions and increase attendance.

### Learning Support Assistants and Teaching Assistants (TAs) – Line Manager (SENDCO)

Teaching Assistants (TAs) have responsibility for:

- Ensuring they are aware of the school's SEND policy.
- Supporting pupils, identified by the class teacher, with individual programmes designed to address I.L.P. targets/outcomes or to access the National Curriculum.
- Recording the outcomes of their interventions in the relevant documents so that targets/outcomes set can be accurately reviewed.
- Liaising with the class teacher/SENDCO/specialists e.g. speech therapist.
- Be aware of the pupil's needs.
- Attending training and disability awareness courses where necessary, so they have sufficient skills and knowledge to support the pupils' development.
- Have sufficient skills and knowledge and be aware of the pupils' needs.

### Parents/carers

Parents/carers have responsibility for:

- Ensuring their child or children regularly attend school and notifying the school of any absence e.g. medical appointments.
- Informing the school of any change in circumstances or any concerns or worries.
- Supporting the I.L.P. outcomes at home where possible.
- Preparing their child for school by having positive expectations. To support their child to achieve their best possible educational and other outcomes, preparing them effectively for adulthood.
- Attending parents consultation meetings regularly to share views, wishes and feelings and participate as fully as possible in decisions.

### Pupils

Pupils have responsibility for:

- Contributing to the setting and review their own learning targets/outcomes for their I.L.P.s.
- Participating in decision making through expressing their feelings and indicating their choices (sharing pupil voice).
- Contributing to the assessment of their needs and the progress they make in school.

## **Identification, Assessment, Recording and Monitoring**

### **Monitoring**

At Lyndhurst we identify, assess and support pupils with SEND as early as possible. It is usually the class teacher who is the first to identify concerns. However, parents/carers or outside agencies may also highlight difficulties. An initial assessment on entry will provide a benchmark from which a child's progress can be monitored and will build on the assessment of pre-school providers.

Class teachers will use a combination of teacher observation, school based screening, standardised testing, SATs results and termly work assessments to identify pupils with SEND and also to monitor progress. Such assessments are an integral part of the

whole school's assessment policy. Where necessary other diagnostic testing may be undertaken by the SENDCO.

The class teacher completes a Monitoring form for an individual pupil. The pupil's progress is monitored for one to two school terms and discussed with parents/carers. Initially Lyndhurst Infant School provides a wide range of appropriate interventions/adjustments and good quality teaching for pupils with different types of needs. Interventions are monitored closely to evaluate their effectiveness, for example if a child is not progressing, senior leadership team or the SENDCO may change or adapt the intervention. We are aware that slower progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

However if there is limited progress it may result in the child being placed on the SEN Register.

Parents/carers are informed of any concerns and are encouraged to inform the school promptly of their own concerns. Following discussion with parents/carers the child's name may be included on the school's SEN Register. The child's position on the register will be guided by the graduated approach as set out in the 2015 Code of Practice. Provision will be made to meet the child's needs. The school's SEN register is drawn up at the beginning of the year and is revised termly following SEN reviews. All information is filed in individual folders and kept in the school office.

## **SEN Support**

The SEN Code of practice states, "A child has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to, that normally available to pupils of the same age (including wider development or social needs in order to make a successful transition to adult life);"

- School will assess each pupil's current skills and steps of attainment on entry, building on information from previous settings and key stages where appropriate.
- Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
  1. Is significantly slower than that of their peers starting from the same baseline.
  2. Fails to match or better the child's previous rate of progress.
  3. Fails to close the attainment gap between the child and their peers.
  4. Widens the attainment gap.
- High quality teaching targeted at the child's area of development e.g. extra teaching interventions, which are designed to secure better progress.
- School will listen and understand when parents/carers or children express concerns about development.

Where a pupil is identified as having SEND, Lyndhurst Infant School will take action to remove barriers to his/her learning and provide effective special provision, such as intervention in areas of development, high quality teaching and assessments to identify areas of development. Also the child may receive additional support in class by a teaching assistant trained to support children with special needs. The school will follow a graduated approach:

### **Assess**

Pupils that are identified as needing SEND support by the class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. Assessments will be reviewed regularly and will be shared with the pupil's parents/carers. This will ensure that the interventions are matched to the pupil's needs and affect their development. In some cases, outside professionals may support the pupil's learning e.g. speech therapists etc.

### **Plan**

The class teacher and/or SENDCO will formally inform the parents/carers of the pupil's special needs and the planned support and interventions. An agreed date to review the child's adjustments, interventions and support will be agreed. This information may be shared during meetings with the class teacher and/or SENDCO, within school reports and are reviewed on Individual Learning Plans.

### **Do**

The class teacher will be responsible for working with the children who have special needs on a daily basis. The class teacher will work closely with the SENDCO, specialist staff and teaching assistants or teachers' who are carrying out additional interventions, to plan and assess the impact of support and interventions. Also they will discuss any effective teaching strategies which may remove any barriers to the pupil's learning in class.

### **Review**

The pupil's progress and attainment will be reviewed and monitored each term using the school's assessment system 'Target Tracker'. The parents/carers will always have an opportunity to discuss the pupil's development and impacts of interventions with the class teacher, SENDCO, and if requested, specialists working with their child e.g. speech therapist.

### **Education, Health and Care Plan needs assessment.**

The school will request an Education, Health and Care Plan needs assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent, Head Teacher or outside agency. The school will have the following information available:

- The pupil's I.L.P.s, with a clear date for reviewing progress.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National Curriculum steps.
- Other relevant assessments from specialists such as support teachers and Educational Psychologist.
- The views of parents/carers.
- Where possible, the views of the child.
- Social and Caring Services/Educational Welfare Service reports.
- Any other involvement by specialists or professionals.

The SEN code (2015) of practice states that, "Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Plan needs assessment."

Following the completion of an EHCP assessment, if the local authority decides that an EHCP is not necessary it must notify the child's parents/carers and school within 16 weeks.

### **Education and Health Care Plan assessment and development**

If the requests for an EHCP assessment is accepted. The Local Authority will:

- Notify the parent of the decision.
- Gather information for EHCP assessment.
- Draft Plan and send it to the parents. (Parents have 15 calendar days to comment/express a preference for an education institution and should also seek agreement of a personal budget.)
- Consult governing body, principal or proprietor of the educational institution before naming them in the EHCP. The institution should respond within 15 days.
- Consult with the parents, the draft Plan is amended where needed and is issued.

### **Involving parents/carers and pupils in planning and reviewing progress**

- Schools must provide an annual report for parents/carers on their progress e.g. school report.
- Class teacher and/or SENDCO should talk regularly (at least three times a year) to set clear outcomes and review progress towards them, discuss the activities and support that will help to achieve them. The outcomes will be outlined and reviewed on the pupil's Individual Learning Plan (I.L.P.) and parents/carers are encouraged to discuss and review the I.L.P. with the class teacher or SENDCO.
- Once the Local Authority send the draft EHC Plan. The local authority must make its officers available for a meeting with the child's parents on request if they wish to discuss the content of the draft Plan.

## Reviews of Education and Health Care Plans

Education and Health Care Plans must be reviewed at a minimum every 12 months. The LEA will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO in consultation with the Head Teacher will organise these reviews and invite and send reports to the following people (two weeks before the date of the annual review):

- The child's parents/carers.
- The child if appropriate.
- The class teacher.
- A representative from the Local Authority - SEN Officer.
- Health service representative
- Any other person the Local Authority considers is appropriate to contribute to the review proceedings e.g. social care representative
- Any other person the Head Teacher considers is appropriate to contribute to the review proceedings.
- Speech and Language Therapist/Occupational Therapist and any other agency that might be involved.

The SEN Code of Practice (2015) states, "Reviews must focus on the child's progress towards achieving the outcomes specified in the EHCP. The review must also consider whether these outcomes and supporting targets remain appropriate. Review must be undertaken in partnership with the child and their parents/carers and must take account of their views, wishes and feelings". The purpose of the review is to:

- "Gather and assess information to support the child's progress and their access to teaching and learning.
- Review the special education provision made for the child to ensure it is being effective in ensuring access to teaching and learning and good progress.
- Review the health and social care provision for the child and its effectiveness in ensuring good progress towards outcomes.
- Consider the continuing appropriateness of the EHCP in the light of the child's progress during the previous year or changed circumstances, changes to outcomes, enhanced provision, change of educational establishment or whether the EHCP should be discontinued.
- Set new interim targets for the coming year and where appropriate agree new outcomes.
- Review any interim targets set by the school."

Year 2 annual reviews will indicate the provision required in Junior School or by next provider. The school's SENDCO will be invited to attend. The Local Authority recommends that transfer review and any amendments must be completed by 15<sup>th</sup> February in the calendar year of the transfer. This enables the receiving school to plan

appropriately for the new school year. It also gives parents/carers the opportunity to liaise with the new school.

A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHCP. They are optional for the child's parents but Local Authorities are under a duty to prepare a budget when requested. Information is published in the Local Offer which can be found on the Local Authority's website. The Local Offer provides clear information about provision available to children and young people with SEN, parents and carers. It also has an online calendar advertising events, activities, training opportunities for children, young people, families and professionals.

### **Categories for Special Educational Needs**

The Code of Practice 2015 places children's needs and requirements into four main categories. Lyndhurst Infant School provides provision for the four main categories below:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or Physical Needs.

The SENDCO and class teacher, pupil's parents/carers and occasionally specialists should meet to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Information about how equipment and facilities to support SEND children with special educational needs will be discussed and secured.

### **The SEN Register**

The SEN Register is kept by the SENDCO and the Office Administrator responsible for supporting the SENDCO, using the 'SIMS.net' programme and is updated regularly. At the start of each term the SENDCO will give the class teacher a class list indicating the SEN Support or Education and Health Care Plan pupils in their class. It is important that any concerns or omissions are highlighted as soon as possible. The register will be drawn up according to criteria issued by the Local Authority based on assessment data. The SENDCO will meet with parents to discuss children that are on the SEN register. Before a child is added to or removed from the register, the SENDCO will receive written consent from the parents. Additionally the class teacher will regularly discuss the children's provision at I.L.P. meetings.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Measurable progress:

- Narrows the attainment gap between SEND pupil and peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enhances the pupil's inclusion in the National Curriculum.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's social emotional and mental health needs.

- Enables pupils with sensory or physical needs to succeed alongside their peers.

If a child's class teacher's consultation with parents/carers concludes that a child may need further support to help their progress, the teacher should seek support from the SENDCO. The SENDCO and teacher will review the approaches adopted.

### **Planning**

The general day to day planning for pupils with SEND should be evident in the class weekly plans as these should contain information relating to learning intentions, task design, differentiation, interventions, use of Teaching Assistants, expected outcomes and any specialist resources needed, including I.C.T.

The specific planning relating to pupil's special educational needs is documented in the I.L.P.s. Copies of these will be in the teacher's planning file so that they can be referred to during the planning process and made accessible to Teaching Assistants and Teacher's who are working with the SEND child.

### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCO, class Teacher and Senior Management, (for example Head teacher, Deputy Head Teacher and Assistant Head Teacher) will maintain the confidential records and ensure access to them. The pupil's profile will include:

- Information from parents/carers, for example regular discussions about the pupil's progress, expected outcomes from the support and planned next steps.
- Information on progress/attainment.
- Provision mapping to monitor steps of interventions and their effectiveness.
- Information about interventions and formal notification to parents/carers of the pupil's SEN support.
- Pupil's own perceptions of difficulties (pupil voice)
- Information from health/social services
- Information from other agencies

The school currently uses Target Tracker to closely monitor and track children's progress and attainment and inform future planning for all pupils.

### **Individual Learning Plan (I.L.P.)**

Individual Learning Plans employ a small-steps approach with specific, measurable, achievable, realistic and time-bound targets (S.M.A.R.T Targets). All children that are at SEN support have an I.L.P. as well as pupils who have an Education and Health Care Plan.

An I.L.P. shows:-

- Short-term outcomes (planning next steps of learning) and long term objectives for pupils with E.H.C.Ps.
- Teaching strategies
- Support and provision mapping
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Child's and parents/carers views.
- The percentage of attendance.
- Attainment steps.

I.L.P.'s are reviewed and new ones are written termly (three times during the school year). (Lyndhurst believes the effectiveness of the support and its impact on the child's progress should be reviewed with an agreed date.) The I.L.P. are reviewed and shared with parents/carers, which provides an opportunity to discuss the pupil's progress and the next steps for learning, at home and at school.

The SENDCO is involved in supporting teachers involved in writing up I.L.P.s and the SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCO monitors the appropriateness and provision of I.L.P.s to ensure they include pupil voice, to tailor the provision to the child's individual needs.

### **Intervention and Support Groups**

Careful consideration is always given when deciding whether children would benefit from attending either a support or intervention group, focusing on such things as social, emotional, mental and physical needs as well as the learning needs.

Ofsted stipulate that the National Strategies define the target group for intervention as: those pupils who are working below national expectations, but who have the potential to reach the age related expectation of their age group, if they are given timely support and motivation.

### **Admission, Liaison and Transition**

The Governing Body and Code of Practice believe that the admissions criteria should not discriminate against pupils with SEND. The Code of Practice states for pupils with EHCP "Where the Local Authority considers a particular mainstream place to be incompatible with the effective education of others it must demonstrate ...that there are no reasonable steps that it or the school could take to prevent that incompatibility. Effective education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have..." (CoP 9:90)

Lyndhurst Infant School is an inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and/or disabilities, in accordance with the Local Authority Admissions Policy, Equality and Disability Information and The Children and Families Act 2014 (section 69):

- Arrangements will be made for the admissions of disabled pupils;
- Steps will be taken to prevent disabled pupils from being treated less favourably than other pupils;
- The facilities will be provided to assist access to the school by disabled pupils.

Liaison takes a number of forms between different people for a variety of purposes, to ensure a smooth transition. This promotes the pupils independence and resilience when approaching transitions.

#### Home and School

- Nursery and playgroup visits for pupils about to join the Early Years classes are standard practice. However, as pupils move through the school, contact with parents/carers tends to take place at consultations, meetings, parent evenings or by request from either party.

#### School

- There is regular formal and informal liaison between the class teacher, SENDCO and Teaching Assistants regarding pupils with SEND. Records of intervention at group or individual attainment steps are kept by the SENDCO and class teacher. This information is used as part of the I.L.P. review process and where necessary for the purpose of the annual review.

#### Outside Agencies

- Meetings and discussions are held whenever the need arises, for example if a pupil continues to make little or no progress. Where necessary, consent to share information with outside agencies from parents/carers is always sought prior to information being divulged or discussion taking place. Outside agencies might include The Educational Psychology Service, The Medical Support Service, Speech and Language Therapy Service, Sensory Support Service, The Inclusion Support Team, Integrated Prevention and Earliest Help services (IPEH) or Multi Agency Safeguarding Hub (MASH). Some of these agencies have regular weekly, monthly or termly visits to the school. In addition to these maintained services the school will draw on the expertise and support of voluntary organisations in order to meet the needs of pupils with SEND.

#### Between Schools and Class to Class

- Staff from the receiving school or classroom will normally visit children transferring classes or schools. Information pertinent to pupils with SEND will be shared with the SENDCO, class teacher and/or the Head Teacher of the next school or classroom in order that suitable provision on transfer is in place. For all pupils transferring to other West Sussex maintained schools, primary or middle, the LEA transfer forms are completed to ensure all relevant information and results are passed on.

### **Partnership with parents/carers**

At Lyndhurst we believe that the education of children is a partnership between parents/carers and the school. Parents/carers have key information about their children and have a critical role to play in their development and review of their progress. Parents/carers can arrange to meet teachers, year leaders, SENDCO and Head Teacher by making an appointment at the school office. Lyndhurst follows the Children and Families Act 2014 regarding;

- “The views, wishes and feelings of the child or young person, and the child’s parents/carers.
- The importance of the child or young person, and the child’s parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child’s parents/carers in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.”

Lyndhurst Infant School also encourages parents/carers to gain independent information, advice and support for children and young people with SEN and disabilities across education, health and care; for example:

- Council for Disabled children
- National Network of Parent Carer Forum (NNPCF).
- West Sussex Parent Partnership Service (IASS)
- West Sussex parent carer forum (WSPCF)
- Amaze: for families with disabled children and young people in Sussex.

### **Staff Training**

The SENDCO, teachers and teaching assistants attend meetings and training courses and feedback is given to staff members e.g. Autism awareness, Down Syndrome, Speech therapy training etc.... Support agencies are invited into school to provide INSET and training for staff and parents/carers. Staff with sufficient skills and knowledge will be aware of the needs of the pupils that they work with.

### **Complaints**

Parents/Carers are encouraged to discuss concerns, worries or problems as soon as they arise. We aim to deal with complaints quickly and efficiently and to find an early resolution to any concerns that are expressed. In the first instance concerns should be shared with the class teacher. If the concern persists, the parent/carer will need to make an appointment to see either the Key Stage Leader or SENDCO. In the unlikely event that the concern is not resolved an appointment should be made with the Head Teacher. In some situations the matter may be referred to the Governing Body for further consideration. There is a formal complaint procedure within the school prospectus, should the concern not be resolved.

### **Health and Safety and Risk Assessments**

At Lyndhurst we consider the health and safety of all our pupils to be of paramount importance. Please see the following school policies:

- Health and Safety Policy
- Behaviour and Anti-Bullying
- Outside educational visits and off-site policy
- Security and Fire Policy
- Early Years Policy
- Child Protection and Safeguarding policy
- Inclusion policy/Disability and Equality Policy (Accessibility Plan)
- Managing health, medicine and whole school food issues

#### **References**

- The Equality Act (2010)
- SEND 0-25 Code of Practice (2015)
- Children's and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)

#### **Special Educational Needs Team**

Mrs South – Head Teacher

Mrs Rix – SENDCO

Mrs Holland – EAL teacher

Mrs Rix- Designated Teacher for CLA children

Mrs Wedgwood – Teacher in Charge of the SSC

Mrs Halford – Family Engagement Support Officer

Ms Lane – Teaching Assistant

Mrs Smithers - Teaching Assistant

Miss Brown – Teaching Assistant (Mainstream and SSC)

Ms Brokas – Teaching Assistant (SSC)

Mr Edwards - Teaching Assistant (SSC)

Ms Brookes - Learning Mentor and Teaching assistant.

Mrs Massey - Learning Mentor