



## SOUTHSEA INFANT SCHOOL

# Policy for the Inclusion of Pupils with Special Educational Needs and/or Disabilities (SEND)

This policy is integral to the Inclusive Practice Framework of Southsea Infant School and Portsmouth Local Education Authority. It embraces the statutory framework set out in the Special Educational Needs Code of Practice 2015 underpinned by Children and Families Act (2015) and the Equality Act (2010).

*'All teachers are teachers of pupils with special educational needs.'*

### Key Principles

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender, special/additional need or disability.
- Establish regular good home school communication with parents/ carers; the partnership being key in the identification, planning for, support and review of their children's needs.
- All children are entitled to appropriate access to the National Curriculum regardless of their ability, ethnicity, special needs or disability.
- Involving the pupil wherever possible; planning and target setting of his/her programme of work.
- Assess and review needs and provision regularly, and to maintain clear records of any action taken.
- Meet the requirements of the SEND Code of Practice.

Rigorous and effective planning and communication underpin the above principles. The needs of children with SEND is implicitly taken into account within the School Improvement Plan.

This policy was co-produced by parents, support staff, teaching staff and the governor with responsibility for SEND at our school.

Head Teacher: Miss Lyndsey Cook

INCo (Mainstream) Mrs Katie Kithakye

Teacher with responsibility for Language Unit: Miss Bailey-Green



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### SEND Provision at Southsea infant School

The definition as stated in the SEND Code of Practice (2014) – ‘children have special educational needs if they have a learning difficulty which calls for special education provision being made for them.’

SEND includes those who have a disability.

Some children have needs or disabilities that affect their ability to learn. For example:

- behavioural/social
- reading and writing
- understanding things
- concentrating
- physical or sensory needs

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.

### Objectives

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought in a way appropriate to their age and understanding at all stages.
- We will provide quality first teaching across the school and curriculum, with suitably differentiated tasks. All children are entitled to access a broad, balanced and relevant curriculum which includes the Foundation Stage and National Curriculum.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
- We will identify, assess and review the children’s individual needs regularly, setting informed and challenging targets for progress.
- We will encourage pupils to develop independence.
- We consider parents/carers as key partners in the identification, planning for, support and review of their children’s needs.
- We aim to continuously enhance staff knowledge and skills for working with pupils with SEND.
- We will establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- We will regularly review needs and provision for budgeting, planning and resourcing for SEND.
- We will access appropriate outside agencies / expertise to support the needs of our pupils with SEND.
- We aim to assist the governing body in fulfilling their duties regarding provision for pupils with SEND.



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### Identification and Assessment

Information for all pupils will be gained from parents/carers, previous educational experiences, professional assessments and standardised tests. Any concerns about the child arising from this information will be shared between practitioners, the INCo and the parent/carer.

The Class teacher will consult with the Inclusion Manager about any pupils causing concern and, after discussion, the pupil will be included in an intervention programme as necessary and, if appropriate, placed on the SEND Register. Parents will be informed if their child is included in an intervention programme or they are on the SEND Register.

Assessment will become increasingly detailed in line with the graduated approach outlined in the Code of Practice, and thus may involve outside professional support e.g. Specialist Teacher Advisors, Educational Psychologists, Speech and Language Therapists, Occupational and Physiotherapists and any other Educational or Health Care specialist whose advice is considered desirable.

Assessment will be provided not as a single event but as a continuous process of assess, plan, do, review.

A child for whom English is a second language will not be deemed to have Special Educational Needs or a Disability unless an assessment in the child's first language establishes that such a need exists.

### Curriculum Access and Provision

Our school provides pupils with SEND with a broad and balanced curriculum. Teachers make reasonable adjustments to the curriculum and resources available to meet the learning needs of all pupils as part of our Ordinarily Available Provision.

Reasonable adjustments may include:

- In class support for small groups with the class teacher or teaching assistant;
- Small group withdrawal with a teaching assistant/qualified teacher;
- Individual class support / individual withdrawal;
- Further differentiation of resources.

Provision is provided at three different levels or 'Waves'.

Wave 1: The needs of the vast majority of pupils will normally be met through differentiated curriculum planning and varied teaching styles. Additional teaching support, including teaching assistants, may be deployed to support this process.

Wave 2: Where a child is with identified special educational needs or disabilities, interventions which are additional to or different from the schools usual strategies and differentiated curriculum. At this level the pupil's needs are discussed with the parent/carer, and the pupil as appropriate and provision may be identified in an individual education or behaviour plan. Where appropriate, group education plans may be put in place. Additional resources are deployed to support these children.



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Wave 3: If the needs of the child are such that they cannot be met through Wave 2 the INCo coordinates the provision of specifically targeted additional resources, including the advice and support of external professionals. Their advice will be used to support the individual targets that are set. Some of the professionals whose advice and support will be sought include: Educational Psychologists, Speech and Language Therapists, Advisory Teachers from the LEA, special school outreach services and other health professionals.

### Education, Health and Care Plans

If various strategies and/or programmes have been implemented and continued for a reasonable amount of time and the pupil's needs remain such that they cannot be effectively met within the resources normally available to the school, after consultation with parents/carers a request for statutory assessment may be made to the Local Authority.

For children who are being statutorily assessed by the local authority, advice and support is available from the Parent Partnership as part of Pupil Services. This Education, Health and Care plan must be reviewed at least annually.

Further detailed information about needs and provision as well as answers to frequently asked questions may be found in the [Southsea Infant School SEND Information Report](#), published on the school [Southsea Infant School website](#). Additional information is available on the [Portsmouth Local Offer](#).

### Support Staff

The support staff team meet with the Inclusion Manager half termly to ensure the needs of our most vulnerable children are being met and training needs are identified and addressed. The Inclusion Manager is available to them as necessary or if a need arises. Should a support staff member have a concern relating to a pupil they are working with their first point of contact should be the class teacher. The teacher will direct the assistant to speak with the Inclusion Manager as necessary.

### Monitoring, Evaluation and Success Criteria

This policy will be kept under regular review, and an annual report will be made to the governing body. Evaluation of the success of the policy is measured against both the process- and impact-based success criteria.

### Management

Identification, assessment and provision requires time for organisation and delivery. The INCo will be allocated non-teaching time specifically for these duties and this time will be linked to the level of need in the school. The INCo is part of the senior management team of the school.



## **SOUTHSEA INFANT SCHOOL**

The Role of the Inclusion Manager

The Inclusion Manager at Southsea Infant School is Mrs Katie Kithakye.

The role involves:

- Leading on Early Help for children and parents
- Managing the day to day operation of the SEND policy
- Liaising with and advising colleagues as appropriate
- Overseeing and maintaining the Special Needs register
- Meeting with professional from outside agencies
- Monitor the effectiveness of interventions and their use of in class support
- Analysis of pupil tracking and progress data for individuals and vulnerable groups of pupils
- Strategic development of SEND – to be recorded in the School Development Plan
- Self-evaluation of SEND within Southsea Infant School.
- Completing the documentation required by outside agencies and the LA
- Purchasing resources for SEND support as requested by class teacher within the SEND budget
- Liaising with nurseries and junior schools to ensure effective transfer of pupils with SEND.
- Meet with parents as required



## **SOUTHSEA INFANT SCHOOL**

### **Continuing Professional Development**

The INCo will hold, or be working towards, the National Award for Special Educational Needs Co-ordinator qualification.

All staff will have the opportunity to further develop knowledge skills and understanding of the diverse range of needs of children in the school. This will be delivered through in house training, outside expertise or attending external courses and conferences.

NQT's will be supported individually to understand the national requirements and the way in which Southsea Infant school implements them. They will be given guidance and assistance in identification of special needs and the assess-plan-do-review cycle. If support is required when communicating with parents this will also be available.

Support staff will receive regular training and support from the INCo with occasional input from other professionals.

The INCo will attend the termly SENCO Forum, led by the LA and attended by SENCOs from local schools and will also meet regularly with SENCOs from cluster schools.

### **Governing Body**

The governors meet their statutory responsibilities through the delegation of the Head Teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The governing body will appoint a committee member to take a particular interest in SEND within the school and to monitor the school's work on behalf of children with SEND by way of regular meetings with the Inclusion Manager, at least termly, or more frequently if the case arises.

Governor with responsibility for SEND: Emily Akass

### **Links with Education Support Services**

Pupils at our school may be involved with one or more of the following agencies:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Services (SALT)
- Sensory Impairment Service
- Occupational Therapy Services (OT)
- Specialist Teaching Adviser-Specific Learning Difficulties
- Emotional and Behaviour Support (MABS)
- English as an additional Language (EMAS)
- Child and Adolescent Mental Health Services (CAMHS)
- Special Educational Needs Support Partnership (PSENSP)

We also aim to maintain effective working links with:

- Community Health Service
- Social Services

The Inclusion Manager maintains links with other SENCOs through attendance at meetings and networking.



## **SOUTHSEA INFANT SCHOOL**

### **Transition**

Strategies will be in place to ensure efficient and timely exchange of information across age phases and key stages, between schools, parents, involved agencies and the local authority. This information will be used to effect smooth transition, apposite deployment of resources and accurate identification of any training needed in preparation for the coming year.

All SEND records are sent on to receiving schools and the INCo will make personal contact with the SENCO in these schools where possible.

### **Admissions**

The governors of Southsea Infant School adhere to the Portsmouth admission policy for local authority schools. Governors will not discriminate against any pupil when determining admission to the school. The governing body is required by law to comply with parental preference unless compliance would prejudice the provision of efficient education or the efficient use of resources. Within the constraints of building accessibility and budget the Governors will, at all times, attempt to meet the full needs of all individuals.

### **Complaints**

Parents who have concerns about SEND provision for their child should, in the first instance, speak to the child's class teacher or the INCo. If the issue remains unresolved parents may request the Headteacher to investigate. Finally, requests may be made to the Chair of Governors. For children who are being statutorily assessed by the LEA, advice and support is available from the Parent Partnership as part of Pupil Services.

Date of Policy: 24.6.19

Reviewed: June 2020 (annually)

Policy written in conjunction with parent representatives from YR and Y1, support staff and Emily Akass, Governor with responsibility for SEND

Monitored by: Governing Body, Headteacher, Inclusion Co-ordinator