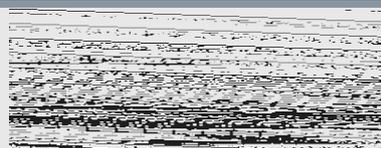


Witley C. of E. Infant School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

The SENDCo and Inclusion manager for this school is Mrs Nicki Payne

At Witley Infant School we provide a broad and balanced curriculum for all children whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability. This policy covers all of these pupils. The National Curriculum is the starting point for our planning which meets the specific needs of individuals and groups of children. Teachers set suitable learning challenges and respond to children's diverse learning needs.

Introduction

The Witley Infant school Staff is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and to instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDco who has Qualified Teacher Status. The management of SEND is supported by the administration staff.

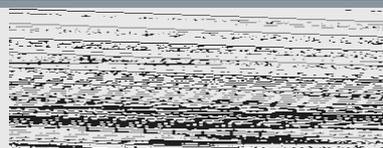
All school staff has a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. The staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND with many supporting children through intervention groups.

The SENDCo is responsible for:

- overseeing the daily operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff

Witley C. of E. Infant School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDco is responsible for reporting to the governor with responsibility for SEND on the daily management of the SEND policy.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC or CIC)

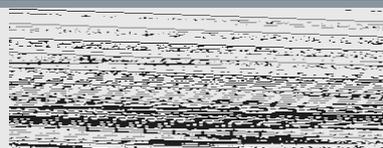
The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data, including entry profiles and baseline completed in Reception. Reading ages, annual and termly pupil assessments completed on Pupil Asset.
- The use of our local authority SEND criteria
- Teacher concerns
- Parental concerns
- Tracking individual pupil progress over time
- Information from previous schools or nurseries
- Information from other services

In some cases additional needs may arise as a consequence of a child experiencing barriers to learning as a result of having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children which enables them to participate effectively in curriculum and assessment activities.

Witley C. of E. Infant School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

The SENDco maintains a list of pupils identified through the procedures list. This list is reviewed each term. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- in class support for small groups with the Class Teacher or Teaching Assistant
- Small group withdrawal with a TA or CT.
- individual class support / individual withdrawal
- further differentiation of resources
- buddy systems
- Interventions
- Group support
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is determined by:

- Narrowing the attainment gap between pupil and peers
- Preventing the gap from widening
- Improving the pupil's rate of progress
- Ensuring full curricular access
- Improving self-help and social or personal skills
- Improving pupil's behaviour

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs.

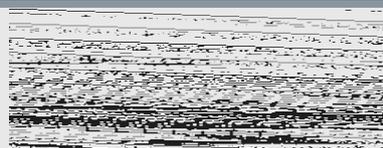
TARGETS and ACTION PLANS

All pupils on our SEND Support list will have Smart Targets setting out any provision that needs to be made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan. The Smart Targets will include:

- Short-term targets
- Teaching strategies
- Provision made

Witley C. of E. Infant School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

- Date for review
- Success and/or exit criteria
- The outcomes

REVIEWING SMART TARGETS

Individual Smart Targets will be reviewed at regular intervals with the inclusion of parents, carers and where appropriate, pupils.

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

EDUCATIONAL HEALTH CARE PLAN

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child.

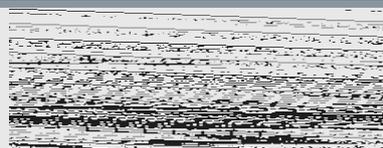
EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite the necessary people.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related to the SEND provision
- working effectively with all other agencies supporting children and their parents, giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access
- arrangements providing all information in an accessible way

Witley C. of E. Infant School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- making parents and carers aware of the Parent Partnership services.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to think of what might stop them from making appropriate steps in their learning.

SPECIAL PROVISION

The school has the following special facilities:

Wheelchair access;

Disabled toilets with hand rails;

Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)

Ramps in certain areas

A lift in the main school.

LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse and our home school link worker.

RESOURCES

The head teacher and SENco are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. They are also required to be aware of any children on the pupil premium register

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. The school has many resources available including the new Robin Room for small group/individual learning.

REVIEW OF THE SEND POLICY

The school considers the SEND Policy document to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was reviewed May 2019

SENDco: Nicki Payne