



# SEND Policy

**At Eagley Infant School we believe that**

**“Happy children make the best learners.”**

**We are committed to ensure that children:**

- Have ambitious aspirations and the knowledge that there are endless possibilities of what they can be **(DREAM)**
- Develop a high self-esteem and the confidence to know that they can achieve their dreams **(BELIEVE)**
- Are equipped with the knowledge and skills to ensure they can make their dreams a reality **(SHINE)**

**We aim to:**

- Provide an aspirational, knowledge rich, progressive learning experience in a highly inclusive environment in which children and staff feel motivated, happy and secure.
- Ensure that learners at all levels are helped to achieve their potential in a place where they feel safe, loved and respected.
- Value every child's individual learning journey and provide opportunities for all children to achieve their potential and to become life-long learners.
- Nurture our children and help them to develop the skills to grow into responsible, caring and fulfilled young people in our community and beyond.
- Work collaboratively with our community to build positive relationships to support our children and families throughout their school journey.
- Ensure that our children develop strong morals and learn the importance of our core values - Friendship, Trust, Courage, Resilience, Respect, Independence.

These aims underpin everything we do in school and inform the choices we make.

|                                   |                   |
|-----------------------------------|-------------------|
| <b>SEND Trustee</b>               | Rachel McGrath    |
| <b>SENDCO</b>                     | Rachel McGrath    |
| <b>Head Teacher</b>               | Charlotte Roberts |
| <b>Policy written by</b>          | Charlotte Roberts |
| <b>Date approved by governors</b> | February '23      |
| <b>Date of next review</b>        | February '24      |

## **SPECIAL EDUCATIONAL NEEDS**

(p15 - 16 SEN Code of Practice 2015)

### **A definition:**

- A child or young person has 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

### **Disabled children and young people**

(p16 Code of Practice 2015)

#### **A definition:**

Many children and young people who have SEN 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### **The Equality Act**

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They 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

## **SECTION ONE:**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability Regulations 2015
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Managing the Medical Conditions of Pupils (September 2014)

Eagley Infant School makes considerations for all pupils and the 'whole pupil' including those who may not be regarded as SEN but may still have factors that impact on the progress and attainment of pupils for example:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **Values and Beliefs**

At Eagley Infant School we believe that all pupils have an equal opportunity to engage in the curriculum and to provide a curriculum, which is accessible to the individual needs of our pupils.

We seek to develop practices and procedures, which will aim to ensure that all pupils' special educational needs are identified and assessed and the curriculum will be planned to meet their needs.

Eagley Infants is committed to work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education. Where possible we will make every effort to involve the child in decision-making about their special educational provision

## **Admissions**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

## **SECTION TWO:**

### **AIM**

The purpose of Eagley Infant School's approach to SEN is in raising the aspirations of and expectations of all pupils with SEN. We provide a focus on outcomes for children and young people not just a focus on hours of provision and support.

### **OBJECTIVES:**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

## **SECTION THREE:**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Eagley Infant School has a clear approach to identifying and responding to SEN. We are aware of the benefits of early identification and recognise the importance of this – identifying need at the earliest point and then making effective provision improving long-term outcomes for the child.

#### **Wave 1 - High Quality Whole-Class Teaching**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of

the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

For those children who require more intervention, class teachers will create an intervention plan, which states short term targets which are in place for groups of children

If a teacher feels that a child may require additional provision from that of their peers, they will complete an initial concerns form for the SENCO. The SENCO will then observe and and evaluate the current support in place as part of the High Quality Whole-Class Teaching.

## **Wave 2 – Identification and targeted SEN support**

Following observations by the SENCO and intervention in school, if additional support is still considered to be required, an initial meeting will take place with parents/carers to discuss the child's needs. In this meeting, it will be made clear the level of support that is required and the reasons for this.

In agreement with parents/carers, SENCO and class teacher it may then be decided that an Early Help Assessment & Action Plan will be completed and the child will be placed on the SEN register, due to the identified SEN need through this process. We will record the support being given and short-term targets that have been set on a provision map. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place every 10-12 weeks.

## **Wave 3 – Specialised Support**

If the Early Help Assessment & Action Plan and provision map review identifies that support is needed from outside services, we will consult parents prior to any support being actioned through the above process. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used currently and also additional intervention support External support services will provide information for the child's new provision map. The new strategies and interventions in the provision map will, wherever possible, be implemented within the child's normal classroom setting and integrated into their timetable.

If, following two terms of the strategies being implemented and the agreed intervention support, the child does not make progress against the desired outcomes from their Early Help Action Plan and Provision Map and these areas of need continue to demonstrate significant cause for concern, a request/application for an Education, Health and Care plan will be made to the LA. A range of written evidence about the child will be provided by school and external support services to support the application and shown this evidence of need.

However, if the child makes progress, at any stage, then they can be moved to an appropriate level of response support to suit their needs. We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

In identifying the needs of pupils, Eagley Infants follows the guidance contained in the SEN Code of Practice (2015). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. The purpose of this identification is to establish what action the school needs to take, not to fit a pupil into a category.

These are identified as: -

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical**

## **Provision**

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning.

Teachers may create intervention plans to run alongside their High Quality Teaching to address any targeted support for groups.

For those children who require more intervention, class teachers and the SENCo will create a provision map, which states all provision for individual children.

The intervention plans and provision maps are developed in partnership with teaching assistants to clearly state:

- the name of the child
- Identification of SEN category(s)
- Desired outcomes of additional provision/support
- the provision to be made for the child
- objective and prior assessment
- evaluation and next steps

Provision maps are reviewed internally on a termly cycle.

## **SECTION 4:**

### **A GRADUATED RESPONSE APPROACH TO SEN SUPPORT**

The graduated response at Eagley Infants will be led and co-ordinated by the school SENCo working with and supporting individual teachers. This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress for the pupils within our school.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider all evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments can and may need to be made for them.

Class teachers, supported by subject leaders and the senior leadership team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Excellence in quality first teaching at Eagley Infants is a given and the role of the class teacher and subject leader in providing for all pupils is essential. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention and adjustments and good quality personalised teaching (Pg. 99 Section 6.37 onwards) we therefore operate within this framework.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention will be considered as wave two only after exposure to high quality teaching has failed to have a positive impact on progress and attainment for the pupil.

Eagley Infants will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Eagley Infants considers whether to make special educational needs provision for pupils through the involvement of the teacher and SENCO gathering all of the information from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, Eagley Infants will make arrangements to draw on more specialised assessments from external agencies and professionals.

## **ASSESS – PLAN - DO - REVIEW - CYCLE**

### **Assess**

In identifying a child as needing SEN support school staff will work alongside the SENCO and the child's parents and will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEN support and following discussions with the parents, the class teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will where possible take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child. At Eagley Infants, this will be done through the Early Help Assessment & Review process, alongside the pupils Provision Maps. Any related staff development needs will where reasonable and available will be identified and addressed.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. This part of the SEN cycle may also include involvement and additional intervention from external agencies to support the attainment of the desired outcomes.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date set. The impact and quality of the support will be evaluated by the class teacher and the SENCO working with the child's parents and taking into account the child's views where possible. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and should be involved in planning next steps.

## SECTION FOUR:

### MANAGING PUPILS NEEDS ON THE SEN REGISTER – A GRADUATED RESPONSE

The changes within the new SEND Code of Practice identify a single category of SEN SUPPORT. Within this category there is the graduated response approach at Eagley Infants which is identified as:

- **1<sup>st</sup> Response Wave 1:** Access to quality first teaching
- **2<sup>nd</sup> Response Wave 1:** Group targeted intervention in addition to high quality first teaching.
- **3<sup>rd</sup> Response Wave 2:** If little progress is made at School Focus and after discussion with the parent the child may be placed on 'SEN Support'. An Early Help will be completed and the child will have a provision map at this stage.
- **4<sup>th</sup> Response Wave 3:** If external agency support is required and further assessment identifies lack of progress Wave 3 'SEN Support +' is the next response.
- **5<sup>th</sup> Response Wave 3:** If the child continues to demonstrate significant cause for concern, following a period of two terms of this additional intervention and support, a request for an Education, Health and Care plan will be made. A range of written evidence about the child will support the request.

However, if the child makes progress, at any stage, then they can be moved at any stage to suit their needs. We view the SEN register as a flexible process, which is there to support the needs to the child at any time of their education.

A range of provision maps and strategies for support will be used to best meet the need of the pupils being assessed and targeted through SEN support. The class teacher along with the school SENCO will be responsible for maintaining and updating the pupil records and developing the provision within these documents as well as evidencing the progress against the outcomes as described in the plans.

Many of the children who join us have already been in early education. In some cases children join school with their needs already assessed. All children are assessed when they enter Eagley Infants, so that we can build upon their prior learning and ascertain their baseline of achievement. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Summative teacher assessments are ongoing with formative assessments completed three times a year and concerns are discussed during Pupil Progress Meetings once a term. Children who are below peer and/or national averages are highlighted and the concerns are discussed alongside those children who have made minimal progress. Group intervention

plans are put in place if required.

If these concerns continue and the child continues to make minimal progress then a child is discussed with the SENCo using an Initial Concerns form in order to assess whether further intervention is required and whether a progression to Wave Two is needed.

If it is recognised that Eagley Infants is unable to fully meet the needs of a pupil through its own provision arrangements - this will be evidenced by initially identifying what reasonable steps have been/could be taken to support the pupil's needs. Reasonable steps are defined below.

### **REASONABLE STEPS:**

What constitutes a reasonable step will depend on all the circumstances of the individual case.

The following are some of the factors that may be taken into account:

- Whether taking the step would be effective in removing the incompatibility
- The extent to which it is practical for the early years provider, school, college or local authority to take the step
- The extent to which steps have already been taken in relation to a particular child or young person and their effectiveness
- The financial and other resource implications of taking the step, and
- The extent of any disruption that taking the step would cause

There may be individual cases where - it is considered that the health & safety of other pupils and or staff are threatened or where the learning of others is impeded – by the systematic and persistent behaviour of a pupil – discussions with the local authority and parents of the pupil will take place about seeking alternative / best provision for that pupil which may involve a managed move or alternative placement in agreement with the parent and child.

*'There may be a range of reasons why it may not always be possible to take Reasonable steps to prevent a mainstream place from being incompatible with the efficient education of others – for example, where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others.'*

(p177 section 9:93) **SEN Code of Practice 2015**

## **SECTION 6:**

### **SUPPORTING PUPILS AND FAMILIES**

#### **Partnership with Parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school website contains details of our SEN Information Report - Statutory requirement (Regulation 51, Part 3, section 69 - 3a) - informing the arrangements made for SEN children in our school. A named trustee takes a particular interest in special needs and supports the SENCO.

We have regular meetings every 10-12 weeks to share the progress of special needs children with their parents, through the Early Help Assessment & Review process, which supports the SEN Code of Practice 'Assess, Plan, Do, Review' guidance. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Bolton Local Authority have a LA local offer.

<https://www.bolton.gov.uk/sendlocaloffer/>

This provides valuable information for parents signposting support for parents.

## **SECTION 7:**

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Eagley Infants school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Eagley Infants has an individual policy which complies with the document 'Managing the Medical Conditions of Pupils' (September 2014)

## **SECTION 8:**

### **MONITORING AND EVALUATION OF SEND PUPILS**

Eagley Infants regularly and carefully monitors and evaluates the quality of the provision we offer for all pupils. The SENCo completes regular monitoring to track the SEN pupils to ensure progress is being made.

Examples of monitoring completed includes:

- Provision Map monitoring
- Learning Walks
- Interventions
- Assessment monitoring/moderation
- Staff views
- Pupil voice
- Parent views
- SEN Trustee views

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **SECTION 9:**

### **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake relevant training and development.

All teachers and support staff undertake induction on taking up a post and this includes an explanation of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attends the LA's SENCO network meetings and local cluster meetings to keep up to date with local and national updates in SEND.

## **SECTION 10:**

### **ROLES AND RESPONSIBILITIES**

#### **Role of SENCO:**

- Support and advise staff with the early identification of SEND children.

- Carry out pupil observations.
- Initiate, monitor and implement Early Help Processes.
- Co-ordinate timetables and INSET activities of school based support staff.
- Complete paperwork as required including completing EHCP's, referrals etc.
- Manage the day-to-day operation of the policy.
- Identify, facilitate and deliver training for support staff.
- Contribute to the professional development of all staff.
- Record, update and monitor documents required to ensure an effective administrative system.
- Child Protection (CP), Children in Need (CIN) & Team Around Child (TAF) meetings when appropriate.
- Liaise with outside agencies to provide additional support as appropriate.
- Review and audit Policy and Resources.
- Monitor and evaluate the special educational needs provision and report to the governing body.
- Liaise with parents re SEN identification process, provide regular updates and support with any issues.
- Monitor and evaluate SEN systems.
- Advise and support staff in writing Provision Maps.
- Oversee child assessment/progress.
- Manage and support staff with materials required to support SEND children.
- Ensure consistent use of whole school systems by teaching staff to inform TAs and parents.
- Conduct recognised standardised tests in liaison with class teacher.
- Attend meetings with other professionals when necessary.

#### **Role of SEN Trustee at Eagley Infants:**

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the trustees that the school website publishes the school's SEND offer in accordance with the new Code of Practice

#### **Role of SEN Teaching Assistants:**

- Will be aware of the needs of the individual child
- Will work closely with parents and the class teacher
- Will help a child enabling them to become more self-reliant and independent over time

- In most cases the aim of extra support is to give a child access to the mainstream curriculum or a modified curriculum working alongside pupils on agreed targets – through provision maps, specialist reports and EHC Plan.
- Teaching assistants may work within small groups of support not necessarily as a one to one support to the child

## **SECTION 11:**

### **STORING AND MANAGING INFORMATION**

The storage of information relating to SEN is in line with the schools policy on Information Management and Confidentiality (this includes information on how long to store documents, when they should be destroyed, what should be kept, and where).

## **SECTION 12:**

### **REVIEWING THE POLICY**

The SEN policy will be reviewed annually.

## **SECTION 13:**

### **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Eagley Infants Accessibility Plan is available on request.

- **Statutory Responsibilities**
- – The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- – Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- – Accessibility plans and strategies must be in writing.
- – How does your school identify and remove barriers to learning?
- – Describe current targets, strategies and outcomes of your schools successful accessibility planning approach.
- – How does your school increase and promote access for disabled pupils to the school curriculum? This covers teaching and learning and the wider curriculum of

the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- – How does your school improve access to the physical environment of the school? This covers improvements to the physical environment of the school and physical aids to access education.
- – How does your school improve the delivery of written information to disabled pupils? This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- – How can parents and carers contact key staff? What are the protocols in your school? Do you have a specific time of day/week where there is open access?

## **SECTION 14:**

### **DEALING WITH COMPLAINTS**

Complaints will be dealt with in accordance with the Complaints Policy and procedures.

## **SECTION 15:**

### **BULLYING**

Eagley Infants is an inclusive school the Bullying Policy and the steps within it are there to ensure and mitigate the risk of bullying of vulnerable learners at our school.

The safeguarding needs of pupils are paramount and in particular those with SEN and or disability, we seek to promote independence and build resilience in their learning.

Eagley Infants 'SEN Information Report 2022-2023 is available on the school website.