

## **Shere Infant School and Fox Cubs' Nursery**

### **Special Educational Needs and Disability (SEND) Information Report 2017**

#### **Shere School's values and vision**

Shere Infant and Nursery School an inclusive school. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of every staff member in school. We respect the unique contribution which every individual can make to our school family. All children, regardless of needs and age, are happy, motivated and excited by their learning.

Children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident and happy individuals living fulfilling lives
- Make a successful transition into junior school and eventually adulthood.

#### **The Definition of SEND**

SEN: The SEND Code of Practise provides the following definition: "A child or young person (CYP) has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of children of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England."

Disability: A CYP 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 the educational facilities of a kind generally provided for others of the same age in mainstream school. The Equality Act 2010 defines disability as "a physical or mental impairment which has a long term and substantial adverse effect of their ability to carry out normal day-to-day activities."

#### **Key roles and responsibilities**

The SENCo is Cathy Hollis. She can be contacted via the school office or via email. She has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care (EHC) plans. She works with teachers and parents to identify when to refer a child for assessment to an outside agency and coordinates the support from professionals such as Speech and Language Therapists (SALT) and (Lanugauge Literacy Support) LLS. Each term she reviews the needs of the cohort and if necessary makes changes to our provision. The SENCo maps provision and makes decisions as to whether specific interventions are proving to be effective in terms of impact, time spent and the finance used in providing them.

The SEND Governor is Zoe Wood. She meets with the SENCo at least termly to discuss actions taken by the school. She has responsibility for monitoring effective policy implementation and liaising between the SENCo and the governing body. She ensures that pupils with SEND participate fully in school activities.

### **Areas of SEN**

A child with SEN may need extra help because of a range of needs. There are four areas of Special Educational need:

- **Communication and interaction:** for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and learning:** for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
- **Social, emotional and mental health:** for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- **Sensory and or physical needs:** for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

## **Our aims**

All children with SEND must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have a duty to promote equality. We strive to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove barriers to assessment and learning

## **Our Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing SEND pupils, with the child and their parents/carers at the centre.
- To work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- To ensure all children make good progress regardless of their additional needs.
- To develop effective whole school provision management of support for pupils with SEND.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work with the governing body to enable them to fulfil their statutory monitoring role.
- To ensure all staff have training and support for working with pupils with SEND in order to develop our practise within the guidance set out in the Code of Practise.

## **Identification of Needs**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take. Children with SEND are identified in various ways.

- The progress of every child is monitored closely. Where children are identified as not making progress in spite of quality first teaching, they are discussed with the SENCo and a plan of action is agreed.
- Class teachers and Early Years Practitioners (EYPs) are continually aware of children's learning. If they observe that a child is making less than expected progress, they will seek to identify a cause. This can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to make or better their previous rate of learning
  - Fails to close / widens the attainment gap between the child and their peers
- Parents can ask us to look more closely at their child's learning.

### **A Graduated Approach**

Early identification of SEND followed up by high quality interventions improves the long-term outcomes for the CYP. At the earliest possible time we identify pupils with SEND and those which might need additional or different provision in order to achieve their outcomes. As part of a graduated approach to supporting outcomes and making the appropriate arrangements we first:

- Consider whether core teaching approaches should be changed to meet the needs of the cohort as a whole
- Listen to and talk to the parent / carer so that agreement is reached on how best to meet the child's needs
- Listen to and talk to the CYP, involving them fully in decisions about their education where appropriate.

Where progress continues to be less than expected, the class teacher discusses their concerns with the SENCo. The teacher and SENCo consider all the information gathered alongside the views of the parents / carers and the pupil. Extra teaching or interventions may be put in place. These interventions are outlined in the school provision map which is updated regularly. Once we have identified that a child requires additional educational support and with parental permission, we may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Support (SALT)
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Educational Welfare Team

- Children's services
- School Nurse / Paediatric health team

Once a child has been identified as having additional or different needs a Support Arrangements Plan will be written which focuses on what outcomes are expected and the support that school and outside agencies will provide. Review of progress is held regularly with parents and takes into account particular barriers experienced by the pupil together with the advice regarding the nature and time period for the intervention. We review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided. Families are involved in every step of this cycle of assess, plan, do, review with the child at the centre of this process.

### **SEND in Nursery - Individual Support Plan**

Early identification of SEND followed up by high quality interventions improves the long-term outcomes for the CYP. Therefore, the approach for identifying SEND in nursery is the same as for the rest of the school. Once a need has been identified, the strategies employed to enable a CYP to progress are recorded in an Individual Support Plan (ISP). The ISP is a working document which is regularly updated for each child in nursery with SEND. The ISP is constructed to ensure assessment and planning:

- Is led by the child and their family
- Is focussed on the child and considers all of their needs, views and wishes
- Is focussed on the longer person centred outcomes and shorter term targets
- Helps families to manage their day to day lives, build on their knowledge, skills and expertise
- Trusts EYPs to make responsible decisions with families
- Allows for transparent decision making
- Is written in language that is easily understood.

An ISP includes:

- A one page profile. The child's voice is recorded on this page, keeping the needs and hopes of the child at the centre. This can be used to get to know the CYP very quickly. Understanding what the child finds important is key to ensuring that support is relevant even at this young age.
- Their "story". The child's family contributes their story reflecting the importance of their family unit and how they arrived at this point in time. By considering what is important to the child and what good support looks like we can agree with the family actions that will make a difference.

- **ASSESS:** The Senco and EYPs draw together all of the information available (including information and assessments done by external professionals). This section explains the CYPs needs and describes what is working and what is not working.
- **PLAN, DO, REVIEW:** This section includes information about short term person centred outcomes set for the child, teaching strategies and provision to be put in place, when the plan is to be reviewed and the progress of the action taken. The outcomes are linked to any assessments that have been made and also with any supporting information from external professionals. The ISP focuses on 3 or 4 targets that will be discussed with parents and the child.
- A log of external practitioners involvement / a SEND diary of events.

ISPs are continually kept under review and are working documents. They are formally reviewed at least three times a year and parents/ carers are always consulted as part of the review process.

### **Infant School SEND Support Arrangements Paperwork**

The SEND Support Arrangements is a working document which is regularly updated for each child with SEND. The SEND Support Arrangements is constructed to ensure assessment and planning:

- Is led by the child and their family
- Is focussed on the child and considers all of their needs, views and wishes
- Is focussed on the longer person centred outcomes and shorter term targets
- Helps families to manage their day to day lives, build on their knowledge, skills and expertise
- Trusts teachers to make responsible decisions with families
- Allows for transparent decision making
- Is written in language that is easily understood.

Included in the SEND Support Arrangements paperwork there is a one page profile which provides a summary of the person centred information which can be used to get to know the pupil very quickly and ensure that support is provided in a way that the individual wants. Understanding what is important to the child is key to ensuring that SEND support is meaningful and relevant. There is also a section which provides space for the child and their parent / carer to tell their story and how they arrived at this point in time and what their aspirations are for the future. By considering what is important to the child and what good support looks like we can agree with the family actions that will make a difference. These sections are completed at least annually.

There is a section of the Support Arrangements that provides space for the class teacher / SENCo to draw together all the assessment information for the child. This may be information from the child, the parents / carers, the school or from outside agencies including health and social care. The focus is on the child's strengths and skills as well as areas of difficulties and need. This is to ensure that any support provided builds on strengths as well as supports areas of need.

These assessments feed into the SEND support arrangements: person centred outcomes which have been agreed as a result of the evidenced special educational needs and the arrangements needed to achieve these outcomes. These outcomes are decided and reviewed at termly meetings with the class teacher or SENCo and the parents / carers, and with the child if appropriate. It is crucial that the outcomes are challenging but achievable. The amount of support that school provides will depend on the level of need and the type of arrangements required (as assessed by those involved with the child). In some cases the support required may be relatively low (e.g. a physiotherapy session twice a day). In other instances the SEN support demands may be much higher. The important factor is that the SEND support is specifically tailored to the individual's identified needs.

(Please refer to SEND Support Arrangements: Guidance for Educational settings 2016)

### **Moving to an EHCP (Education, Health and Care Plan)**

There is a national financial expectation on all schools to provide funding to meet the cost of the first £6K of SEN support arrangements required by an individual child. This is on top of the basic entitlement for all pupils (approximately £4K). However, if a child needs a more intensive level of specialist help that cannot be met from the resources available to school, we may apply for an EHCP. This is likely to be for a child whose needs are complex and long term and who requires a greater level of support. The process of deciding whether an EHCP will be granted takes 20 weeks or more once the request has been made. An EHCP is a legal document that describes a child's special educational needs and their aims for the future. It details what is required to meet these aims (including how much support will be paid for). If the application for an EHCP is successful, a member of the local authority will arrange a meeting for the child, their parents/ carers, the school and any professionals who are involved with the child (a multi agency meeting). A draft plan will be issued for the parents to review and to request a personal budget for the delivery of additional provision specified in the EHCP. After this, the final plan is issued and actions are taken by the appropriate professionals to help the child/young person progress towards the outcomes outlined in the EHCP. An EHCP is reviewed annually by the LA in a meeting involving the child,

their parents / carers, the child's teachers, the SENCo, the headteacher and any other professionals that have been involved.

(Please see [surreysendlo.co.uk](http://surreysendlo.co.uk) for further information on EHCPs and the application process.)

### **How adaptations are made to the curriculum and learning environment**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working in class at the cusp of their potential. When allocating additional support our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a dependence on supporting adults.

The school has a range of interventions which are detailed on the provision map (on the school website). When considering an intervention, we look first at the child's profile so that we can select the most appropriate support. Outcomes for children are deliberately challenging but realistic in an attempt to close any attainment gaps. Interventions are often crucial in closing these gaps and are closely monitored to ensure progress is being made and to see what is working well.

The school is one level, corridors are wide, and we have access to a disabled toilet. All buildings have ramp access. Other adaptations to the physical environment will be made as appropriate to accommodate children with other sensory disabilities. All of our classrooms are inclusion friendly and we aim to teach in a way that will support all children.

### **Staff expertise and training**

All of our teachers and EYPs are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house training and LA courses, provision of books and information online and guidance from the Headteacher and SENCo. Teachers, EYPs, TAs and HLTAs (Higher Level Teaching Assistants) have expertise and training on specific needs and interventions. The school is able to buy in additional expertise and support from the local authority (see A Graduated Approach section). Training needs are identified in response to the needs of pupils currently on the SEN register. The SENCo attends network meetings to share good practise and ask for advice on specific issues and to keep up to date with current SEND developments.

### **Children with social, emotional and mental health needs**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, isolated or anxious as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder. Pupils with social, emotional and mental health needs will follow the same graduated approach as other SEND children and interventions will be made available such as social skills and therapeutic interventions. All children's behaviour is responded to consistently in line with our behaviour policy although reasonable adjustments are made to accommodate individual needs. (Please refer to the behaviour policy)

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and 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. Please see the schools Medical Policy for further details.

### **Transition Arrangements**

We understand how difficult it can be for children and parents as they move into a new school or new class and we accommodate the needs of individual children to make transitions into our school, into a new class and into junior school as smooth as possible. Before starting at Shere school this may include:

- Meeting with nursery settings to discuss individual needs of children

- Visiting children in their nursery setting, before they start at Shere
- Home visits for children new to the school
- Additional meetings with parents and children if necessary
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places
- In some cases a reduced timetable to help with transition can be arranged.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition into junior school is carefully tailored to the needs of individual children.

- The school supports parents of children with an EHCP in their early application for junior school. This may include going with parents and children to visit schools and discussing options with them.
- Transition reviews for year 2 pupils with an EHCP are held in the summer term and the junior school SENCo is invited to these and other review meetings.
- The additional needs of SEND children are discussed at transition meetings between teachers at our school and teachers at the junior schools.
- Where possible, junior school teachers visit children in their current setting.
- Additional visits to junior schools can be arranged when needed.
- Enhanced transition arrangements are tailored to meet individual needs.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' individual needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. (Please see complaints policy)

## **Surrey's Local Offer**

The purpose of the local offer is to enable parents and children to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. Surrey's local offer is available on <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

## **Shere Infant School's local offer**

The school's local offer and wave provision map gives information on the services, strategies and interventions available in school and the provision given to children on Support Arrangement Plans. It is available on our school website.

### **Equal opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring non-judgemental attitude throughout school

### **Review framework**

This policy will be reviewed at least every two years (sooner in the event of revised legislation or guidance)

Signed

Head

Date

Chair of Governors

Date

Review date: April 2019

### **Appendix 1: Key Documentation**

The SEND code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND guidance for parents <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Surrey local offer <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

SEND support arrangements guidance

[https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0017/32246/02-Surrey\\_SEND\\_Support\\_Arrangements-Guidance\\_v1.6.pdf?bustCache=77367212](https://www.surreycc.gov.uk/_data/assets/pdf_file/0017/32246/02-Surrey_SEND_Support_Arrangements-Guidance_v1.6.pdf?bustCache=77367212)

The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping children safe in education 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Appendix 2: Related school policies / documents**

Medical needs policy

Safeguarding policy

Admissions policy

Anti-bullying policy

Behaviour policy

Complaints procedure

Inclusion policy

Equality policy

School information report

Curriculum policies

Shere School local offer (see appendix 3)