MANOR LEAS INFANT SCHOOL

Learning for Life

Special Educational Needs and Disabilities Policy

SENDCo – Mrs Emma Watkinson

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1. Introduction

Manor Leas Infant School is a caring, inclusive, mainstream school. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success through a rich, broad and balanced curriculum. We want every child to be able to engage actively in learning and be able to reach its full potential in all areas of school life. Every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND).

If children have SEND they may have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty is defined in terms of children who have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability; physical, behavioural or emotional, which either prevents or hinders them from making effective use of educational facilities of all kinds generally provided for children of their age.

This policy is in line with the revised SEND Code of Practice 1st May 2015. It is part of a whole school strategy to promote the inclusion and effective learning for all pupils through High Quality Teaching. Amendments have been made in line with the Children and Families Act 2014. The policy is shared with parents and carers on the school website.

2. Aims and Objectives

Aims

This policy aims to ensure that early identification, curriculum planning, learning and assessment for children with SEND takes account of the nature and extent of the difficulty experienced by the individual child.

The aims of our Special Educational Needs and Disabilities Policy are to ensure that:

- All children are given equal access to a broad and balanced education. This includes the Early Years Foundation Stage (EYFS), National Curriculum and recommendations in the SEND Code of Practice;
- Support is provided to allow all children to make progress by offering varied approaches to learning and overcoming potential barriers with targeted intervention;
- We celebrate the wide range of all our children's achievements with peers, staff and parents alike;
- Parents and carers are informed of their child's SEND and work alongside school to develop effective provision through high levels of communication and strong home-school links;
- Effective partnerships are promoted with a range of professionals and outside agencies, and their involvement is valued as part of our support network;
- An inclusive learning environment is provided for all pupils with adequate resources to support those with SEND.

Objectives

We aim to work with all staff, parents and outside agencies (as appropriate) to ensure high levels of achievement, effective learning, progress and development for all pupils.

1. **To provide a designated SENDCo, Teachers and Teaching Assistants to promote the inclusive learning of all pupils with SEND.**
   Those working in these roles ensure that the support provided is suitable for the needs of the individual and that all resources are matched appropriately to the level of need where practically possible.

2. **To encourage all staff members to work collaboratively to identify pupils with SEND as early as possible in the child's school life.**
   This is most effectively completed by regular observation, assessment and communication between staff, parents and other professionals. The procedures for identifying children with SEND are known by all staff and all are involved in organising and delivering interventions, as outlined in the SEND Information Report.

3. **To monitor the progress of all pupils.**
   Tracking the progress made by each individual child through school is done using the school internal tracking system for KS1 and Tapestry for EYFS, and the analysis of relevant data. This information is clear, factual and up to date. Learners are likely to make the best possible progress with effective continuity and progression.

4. **To promote effective communication and relationships with parents.**
   Working alongside parents ensures a better understanding of the child is gained and they are involved at every stage of their education. This includes supporting them through the understanding of procedures, practices and providing regular feedback.

5. **To build effective working relationships with outside agencies and professionals.**
   When school feels the needs of the child requires further support, external professionals are contacted to provide advice, teaching and assessment as appropriate. These agencies can involve other areas of education, health or social care.

6. **To create an inclusive learning environment.**
   All learners feel comfortable to express their views and are fully involved in decisions that affect their education. A culture of high expectations exists for all children with or without SEN or disabilities. Opportunities to develop, learn, participate and achieve the best possible outcomes are made available to all children, including through the use of reasonable adjustments for a disabled child or special educational provision for a child with SEN.

3. The Co-ordination of SEND Provision

At Manor Leas Infant School, all staff are teachers of SEND. The Headteacher and Board of Trustees have delegated the responsibility for the day-to-day implementation of the SEND policy to the Special Educational Needs and Disability Co-ordinator (SENDCo).

In line with the recommendations in the Code of Practice 2015, the SENDCo is responsible for:

- Overseeing the day-to-day operation of this policy;
- Co-ordinating provision for children with SEND and those requiring targeted intervention to support their learning;
- Liaising with and advising teachers and teaching assistants;
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND;
- Ensuring that all practices are compliant with the school safeguarding, behaviour and equality policies;
- Assisting class teachers and other teaching staff to develop and review Individual Learning Plans;
- Liaising with parents/carers of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with outside agencies to support the needs of children with SEND;
- Adhering to policies and procedures for children with SEND, including Annual Reviews of Education, Health and Care Plans (EHCP);
- Ensuring that the Headteacher, trustees and link SEND trustee are kept fully informed.

4. Admission Arrangements

Please refer to the information in our Admissions policy.

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care (EHC) plans and those without.

Where appropriate upon transition children with identified needs will be supported through liaison meetings with parents, key staff from the setting and support agencies. No pupil will be refused admission to school on the basis of his or her SEND. We do not discriminate against any child and actively take all reasonable steps to provide effective educational provision for all children.

5. Identification of Special Educational Needs

Manor Leas Infant School is committed to the early identification of SEND and adopts a graduated response to meeting this in line with the SEND Code of Practice 2015. A range of evidence is collected through detailed assessment and monitoring arrangements.

Many of the children who join our EYFS will have been in early education settings, and their needs may already have been assessed and identified. A baseline assessment is carried out for every child after they enter our school so that we can build on this prior learning.

The school tracking data is used to monitor the progress of all children at the termly pupil progress meetings held by the Senior Leadership Team. At these meetings, pupils are identified who are:

- Making progress significantly slower than that of their peers starting from the same baseline;
- Failing to match or better their previous rate of progress;
- Failing to close the attainment gap between themselves and their peers or where the attainment gap is widening.

Not all children who have an identified need are placed on the SEND register. There may be an underlying issue that can have an impact on the progress and attainment of an individual child. Such areas of need can include:

- Disability;
- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Social/emotional behaviour;
- Being in receipt of a Pupil Premium Grant;
- Being a Looked After Child;
- Being the child of a parent in the Armed Forces.

However, once a pupil has been identified as *possibly* having SEND, they will be monitored by staff in order to gauge their level of learning and possible difficulties:

- The class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic access, attainment and progress and enable the teacher to better understand the provision and teaching style that needs to be applied;
- The SENDCo will be consulted for support and advice and may wish to observe the pupil in class or meet with parents to gain further information. This can support a decision about what provision the pupil may need;
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary;
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and any concerns they may have with the school;
- The pupil is monitored if a concern is raised by a parent or teacher and they are placed on the school's SEND register under the monitoring category. Concerns are recorded on the SEND Concern form by the school as an aid to further progression and for future reference;

- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

SEND provision is carefully matched to the child's identified need. The range of support provided by school each year is in response to these identified needs and is detailed in the Provision Overview. These working documents are updated every big term (three times a year). Under the Code of Practice, each child's need will come under one or more of the following four broad areas of need and support:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, 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.

Sensory and/or physical needs
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision or hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning. Some children with physical disabilities require additional ongoing support and equipment to access all the opportunities available to their peers.

These four areas give an overview of the range of needs. However, individual children often have needs that span across all these areas and their needs may change over time. The special educational provision made for a child is based on an assessment and an understanding of their strengths and needs. Using well-evidenced interventions targeted at areas of difficulty, children will be helped to overcome barriers to learning.

6. Special Educational Needs Provision
All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching. We regularly review the quality of teaching for all pupils. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENDCo consider the information gathered from within the school about the pupil's progress, attainment and access to learning, 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, arrangements are in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions is added to the pupil's SEND concern form, signed and a copy given to the parents.

SEND Support:
Where it is determined that a pupil has SEND, parents will be informed about the local authority's local offer information, advice and support service. Once support is provided, a clear date for reviewing progress is agreed and the parent, pupil and teaching staff are each clear about how they will help the pupil to reach the expected outcomes; this is achieved with the termly completion of Pupil Profiles. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below; Assess, Plan, Do, Review.

This is an ongoing cycle to enable the provision to be refined and revised as an understanding of an individual grows. It identifies the interventions which are most effective in supporting the pupil to achieve good progress and outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment, observation and experience of the pupil. Their previous progress and attainment alongside behaviour will be considered. The views and experience of parents, the pupil's own views and, if relevant, advice from external support services will all be part of the assessment cycle. This assessment is reviewed regularly. This ensures that targeted support and intervention are matched to individual needs, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the SENDCo to help inform the assessments. Where professionals are not already working with school staff the SENDCo may contact them following permission from the parents.

Plan

Where it is decided to provide a pupil with SEND support, parents will have been notified and a SEND Concern form discussed and signed. The teacher and the SENDCo should agree in consultation with the parents and the pupil the support to be put in place. This will include specific interventions as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of the needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded in the child's Pupil Profile. Parents are made fully aware of the planned support and interventions, and all plans seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the classroom the teacher should still retain responsibility for the pupil. They will work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on a pupil's progress is reviewed in line with the agreed date. The impact and quality are evaluated, along with the views of the pupil and their parent. This will inform the analysis of the pupil's needs. The teacher, working with the SENDCo, will revise the support considering the progress made. In consultation with the pupil and parents any changes to the support and outcomes will be decided. This will be documented in the child's Pupil Profile. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education Health Care Plan (EHCP), the local authority (LA) will review that plan as a minimum every twelve months. School will co-operate with the LA in the review process and hold annual review meetings on its behalf.

Referral for an Education, Health and Care Plan:

If a pupil has a lifelong diagnosis or significant learning, emotional or behavioural difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENDCo and with the agreement of the Headteacher.
The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents, teachers, SENDCo, social care, health professionals and other outside agencies that have been involved such as the Educational Psychologist, the Specialist Teaching Team and the Speech and Language service.

7. External Support Agencies

At certain times, the school may call on the advice from an outside agency. The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion. These agencies can include; Educational Psychologist, Specialist Teaching Team, Working Together Team, Early Support Care Co-ordination (ESCO), Speech and Language Therapy, Behaviour Outreach Support Service (BOSS), Pupil Re-integration team (PRT), Nursing team, Physiotherapy, Occupational Therapy, Healthy Minds and the Additional Needs Team (AsksALL). Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will be brought to the attention of the SENDCo who will then inform the child's parents and any relevant information passed on to the teaching staff.

8. Criteria for exiting the SEND register

When pupils have reached a point where all those involved feel that sufficient progress in their learning, behaviour or health has been made, the child will be removed from the SEND Register. This decision will be based upon a series of observations, assessments and discussions with parents and outside agencies. When the child has made progress, can work with less support and therefore greater independence, they will be taken off the register. This will take place at a review meeting where all involved will note the progress made. This will be added to their Pupil Profile notes. The child will still be monitored as part of ongoing class assessments should they need to access intervention or other additional support in the future.

9. Supporting Pupils and their Families

The LA publish a Local Offer. This offer outlines what is available as a county to children with SEND and their families. From this information, Manor Leas Infant School produce their own report annually. This SEND Information Report addresses all areas of SEND and what we provide as a school. The school website includes the link to the LA Offer and SEND Information Report.

Parents and their children are at the heart of the SEND support process and their involvement is invaluable. Children are asked about their personal strengths and weaknesses. They are asked to review their targets before every SEND review meeting and discuss with a school adult what they think they need to do next. This information is then discussed with parents at the meeting. Parents are encouraged to be involved through every step of their child's individualised education. They are encouraged to complete questionnaires, invited to all review meetings and are welcome to discuss any matters with the SENDCo at any time via an appointment.

10. Transition

Where possible, all children joining Manor Leas Infant School will have been visited by a member of our Early Years staff in their pre-school setting. Where there is an identified need the SENDCo will attend review meetings and meet with parents. Observations will be carried out and any necessary steps including extra visits to the setting or meetings will take place. Children will be encouraged to have extra visits to school with their parents, and a school introduction booklet will be given to aid transition.

At the end of Year Two pupils will leave Manor Leas Infant School. The children will transfer to a local primary or junior school. Many of our children go to Manor Leas Junior Academy. Whichever school the children move onto the same transitional arrangements are in place. All children will be encouraged to visit their new school with their parents. Extra visits will then take place to ensure they are familiar with their new setting and teachers. There is a meeting between the new teaching staff and the SENDCo from both schools. In addition to this, there is a transition review meeting where parents and the SENCo from both settings will be present. All documentation will be passed on to ensure the setting is aware of the intervention and support that has been in place. New targets will be set at the new school.

11. Accessibility

Manor Leas Infant School is a school site that is all on one level. The main entrance has a ramp and a wide door to allow wheelchair access. EYFS and Year One classroom doors have ramp access. There is a wheelchair accessible disabled toilet, which is large enough to accommodate a shower and changing.

To support children with English as an Additional Language (EAL) we have a range of books written in several home languages and a variety of signs around school welcoming children in world languages. Where there is a need, an adult will plan in designated time to work with children with EAL across the school as part of a small group. The Speech and Language team can be contacted if there is a need to support developing vocabulary and early speech.

12. Social and Emotional Well-Being

All children at Manor Leas Infant School are cared for equally. The first point of contact is the class teacher. They will listen to all children and ensure that those with SEND do not experience any form of discrimination. The school has an Anti-Bullying policy which all staff and pupils follow. Where a child may begin to experience difficulties, a support network is in place. Here they can discuss any concerns they may have confidentially. Within school, we have members of staff trained in Emotional Literacy Support (ELSA). They will support with attendance, behaviour, grief, loss or any issues which may be of concern. Any matters which need addressing from a safeguarding perspective are passed on to the designated member of staff. All incidents are logged.

13. Medical Conditions

The school recognises the need to support pupils with medical conditions. We ensure full access to the curriculum, including school trips and PE lessons. Some children with medical conditions may be disabled. Where this is the case, the school will comply with the Equality Act 2010. Some of these children may have SEND needs and may have an EHCP which brings together education, health and social care. Here the specific plan outlined will be followed with due regard to the SEND Code of Practice 2015.

Children who require medicine during their time in school will follow the Administration of Medicines policy. Parents are responsible for supplying the child's individual prescribed medication daily. All staff are aware of this, and the designated Appointed Person ensures all general medical supplies are kept up to date. All staff have at least Basic First Aid training.

14. Training

All staff at Manor Leas Infant School are qualified and available to support all children. Most staff have received training in the following areas:

- Use of Reasonable Force – Behavioural Management and Support;
- Safeguarding – Safety of children;
- First Aid – some at Paediatric level and all others at Basic First Aid level.

In addition to the above, individual members of staff have received further training to meet the needs of their role in supporting the children in school. This has included:

- ELKAN training;
- Autism Awareness;
- Higher Level Teaching Assistant;
- Coaching and Mentoring;
- ELSA training;
- Behaviour Management;
- Vision Impairment Awareness
- Child Protection;
- Early Bird Programme;
- Youth Mental Health First Aid;
- Attunement through play;
- Sensory Circuits.

15. Role of the SEND Trustee

It is the statutory duty of the school trustees to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements set out in the Code of Practice 2015. SENDCo reports to the school trustees annually to present the SEND Information Report.

16. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the needs of all pupils. If a parent or carer has any concerns, we encourage them to make an appointment with the class teacher, SENDCo or Headteacher who will be able to offer advice as necessary. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

17. Lincolnshire's Local Offer

As part of the introduction of the Children and Families Act 2014 all local authorities have been asked to provide a Local Offer. The purpose of this is to enable parents and young people to see more clearly what services are available to them in their area and how they can be accessed. This includes provision from birth to age 25, across education, health and social care. A list of services can also be found in the designated directory.

Local Offer: SEND Local Offer – Lincolnshire County Council

Services Directory: Lincolnshire Family Services Directory

18. Policy Review

This policy has been agreed by the staff and trustees and will be reviewed every year. The policy is signed on behalf of the board of trustees by:

Chair of Trustees Date 22.05.2025