



Thames View Infants

SEN Policy

Policy for Inclusion and Special Educational Needs

RATIONALE

This policy describes the way in which the school meets the needs of children who experience barriers to learning. These should fall into one of the four categories stated in the 0-25 SEND Code of Practice and adopts a 'whole school' approach to supporting pupils who have SEN or disabilities.

According to the *"Special Educational Needs and Disability Code of Practice: 0 to 25 years - Statutory Guidance for organisations who work with and support children and young people with Special Educational Needs and Disabilities January 2015"*, a child or young person has SEN (Learning difficulty or disability) if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- They are significantly greater difficulty in learning than the majority of others of the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- They have 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 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.

However, this may also include academic ability above the average or adjusting to the school learning environment. As a school we believe that every child in our community should have the opportunity to develop their full potential. To this end we aim to provide a learning environment that is inclusive and adaptable to children's needs and a curriculum that is broad, balanced and differentiated. We endeavour to orchestrate a depth of provision with embraces personalised opportunities for all our pupils, including those that are Gifted and Talented.

PURPOSES

1. To ensure that all our children are valued as individuals.
2. To ensure that all our children experience success.
3. To ensure that our children's self-esteem is protected and encouraged to develop positively.
4. To ensure that the individual needs of all our children are met.
5. To ensure that staff support each other in planning for and providing for children with Special Educational Needs and Disabilities.
6. To ensure the early identification of children with Special Educational Needs and Disabilities.
7. To ensure a prompt and graduated response to the identified needs of children with Special Educational Needs and Disabilities.

8. To ensure that the progress of children with Special Educational Needs and Disabilities are regularly monitored
9. To ensure that parents are fully and regularly consulted, their support is valued and that their understanding and knowledge of their child is utilised by the school.
10. To ensure an inclusive learning environment and inclusive teaching practices.
11. To ensure the children's involvement, where possible, in decision making processes.
12. To ensure that agencies/other professionals are engaged in supporting families and children through the completion of Common Assessment Frameworks (CAFs), Early Help and referrals to Social Care (Disability Team) where appropriate.

GUIDELINES

As part of the SEND Guidance, the Local Authority and the School must publish their "Offer". This outlines the provision that is available for children within the Local Authority and the school if they are identified as requiring "School Support" at any level (including EHC plans).

The Barking and Dagenham "offer" can be accessed using this weblink:

<https://www.lbbd.gov.uk/local-offer>

Role of the Inclusion Leader and Special Needs Co-ordinator

- Implement the Special Educational Needs and Disability Policy and monitor it's effectiveness
- Make classroom observations and monitor progress
- Provide encouragement and support for staff
- Advise teachers on the Graduated Approach
- Support staff with planning for children with Special Educational Needs and Disabilities.
- Meet with teaching staff once a term to plan and review
- Meet with staff when difficulties occur that need prompt resolution
- Arrange individual review meetings for children receiving "School Support" and annual review in line with statutory guidance for children with Education Health Care Plans
- Attend review meetings and other meetings relating to children with Special Educational Needs and Disabilities (in line with LA procedures)
- When a need is identified, plan and review Individual Education Plans (IEPs/GEPS) with teaching staff
- Maintain records and distribute copies to the appropriate people
- Assess INSET needs
- Lead INSET and staff meetings about Special Educational Needs and Disabilities
- Promote the sharing of ideas between staff and professionals
- Liaise with the Headteacher and Inclusion Leader
- Liaise with support staff
- Liaise with and be a key point of contact support and other agencies
- Develop links with the Director responsible for SEND and report on the school's work



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- Liaise with parents/carers
- Liaise with the Designated Teacher where a Looked After Child has SEN

Role of the Head Teacher

- Support and liaise with the Inclusion Leader and Special Needs Coordinator
- Provide non-contact time for reviews and other meetings

Role of the Class Teacher

- Plan lessons which remove barriers to learning
- Have a commitment to progress for all pupils
- Engage in the Assess, Plan, Do, Review cycle to maximise learning opportunities.
- Meet with the Inclusion Leader and/or Special Needs Coordinator for class reviews
- Attend individual reviews
- Inform the Inclusion Leader and/or Special Needs Coordinator of any difficulties, that have arisen since the last class review, that require prompt resolution
- Inform the Inclusion Leader and/or Special Needs Coordinator of any action that needs to be taken i.e. Making referrals to Speech therapy
- Implement I.E.P.s/G.E.P's where appropriate
- Provide input into the writing of I.E.P.s/G.E.P's where appropriate
- Write G.E.P.s with the Inclusion Leader and/or SENCo/Year Group Leader support
- Plan for support staff
- Timetable support staff's time where necessary
- Implement programs provided by outside agencies
- Assess and monitor the progress of all the children in the class
- Predict children's attainment
- Set targets for attainment
- Liaise with parents/carers, engaging them in the Assess, Plan, Do, Review cycle to maximise learning opportunities.
- Identify the needs of individuals or groups of children through key stage assessments and target setting for the class

Role of Support Staff

- Provide appropriate support for individuals and groups
- Follow the plans provided by the teacher
- Adapt and improve plans where appropriate
- Follow programs set by the school or outside agencies
- Follow any timetable that may set by the teacher
- Maintain any records set by the teacher for individuals or groups
- Be aware of I.E.P. and G.E.P. targets and of working towards them
- Organise resources for their work with children
- Attend reviews where appropriate



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Identification, Assessment and Provision

Identification

Children should be identified in the class review meeting between the SENCo and the class teacher. It must be shown that the child has been differentiated for within the class and that their rate of progress is still a concern (samples of work and observations may be necessary). Children may be kept on the concern list until this is shown. Children should be differentiated for if:

- The child experiences or presents as having problems with their social, emotional and mental health, relationships with staff and peers or attitudes, engagement in learning
- The child scores significantly below the local average in the Baseline Assessments carried out in the EYFS
- The child is not achieving learning objectives over time
- The child is targeted as a result of Formative and Summative Assessments.

Children will be identified as having SEND within the Broad Areas of Need outlined in the Code of Practice:

- Speech and Language
- Learning and Cognition
- Physical and Sensory
- Social, Emotional and Mental Health.

School Support (K)

In order to implement “School Support” parental permission must be gained and evidence of the child’s rate of progress documented. It is important to record children’s strengths and achievements and this is done as part of the class review cycle. Children will be placed on School Support if there is evidence to show that progress is not being made through differentiation and that they require provision that is additional to and different from that which is normally offered to children their age.

The following action will need to be taken at this point:

- The class teacher will meet with the parents to inform them of the school’s decision to place their child on School Support. Parental permission must be sort. The Inclusion Leader and/or Special Needs Coordinator will attend the meeting if the class teacher requests it.
- The intervention of outside agencies will be sought. Parental permission must be sought for the intervention of outside professionals:
 - Speech and Language Therapy
 - Educational Psychologist
 - Child Development Team
 - Occupational Therapy

- CAMHS
- School Nurse
- Paediatrician
- Social Communication Play Clinic (SCPR)
- Other professionals will be sought if there is a need for an individual child.
- The 'School Support' to be provided will be decided. It may take the form of a professional programme, intervention or assessment plan. It may also take the form of an IEP or GEP.
- The Inclusion Leader and/or Special Needs Coordinator will start a file for the child. This will include a record of the child's strengths, previous steps taken to support the child through differentiation and evidence of the child's rate of progress
- The child's progress will be reviewed each term at the class review. Parents will need to be updated about their child's progress and special needs status each term at parent's meetings.

Statutory Assessment and requesting and Educational Health Care Plan

The school must follow the procedure laid out in the SEND Code of Practice and the LA procedures.

I.E.P.s

Where required, I.E.P.s are written by the Inclusion Leader and/or Special Needs Coordinator with the class teacher's involvement. This is best done as part of the review process when the previous I.E.P. is reviewed and input from the parents can be gained. This information is recorded in the review notes. The new I.E.P. will be written up by the Inclusion Leader and/or Special Needs Coordinator using this information at a later date. Copies of the New I.E.P will be given to the parents, class teacher and support staff.

I.E.P.s must contain the following:

- Three or four targets.
- Targets that are realistic and achievable steps.
- Targets that move on from previously achieved targets or refine unachieved targets.
- Strategies for the class teacher and support staff.
- Information about possible resources required.
- The child's details.
- Information about what parents can do to help their child at home.
- Information about what the child may need to do.
- Review date
- The outcome of the targets (this may be recorded on review notes)

G.E.P.s



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Where required, G.E.P.s will be written by the Year Group Leaders a class review/assessment of intervention. The Inclusion Leader and/or Special Needs Coordinator will offer advice on writing G.E.P.s at the class review and provide a format on which to write G.E.P.s. Copies of G.E.P.s will be given to the Inclusion Leader and/or Special Needs Coordinator and support staff by the class teacher.

G.E.P.s must contain:

- Two or three targets
- Targets that are realistic and achievable
- Strategies for support staff
- Information about resources including support staff time
- The names of the children on School Action in the class so that a record is being kept of the support they have been given (although other children in the class may be involved in the activities listed in the G.E.P.)
- Review date
- The outcome of the targets
- Information about other supporting activities that the school provide for any children in the class

Reviews

Reviews should be held termly. Children receiving School Support will be reviewed during class reviews. Notes will be taken at each review and G.E.P.s and I.E.P.s adjusted at this time. It may, however, be necessary to adjust I.E.P.s and G.E.P.s if they are met or become inappropriate well before the next review. All parents/carers are invited to termly reviews and informed of their child's attainment and progress.

For individuals with EHC plans with must follow the procedure laid out in the SEND Code of Practice and the LA procedures.

Record Keeping

A paper file is kept for each child with Special Educational needs or Disabilities once other agencies are engaged. (Files for children receiving School Support should be kept by the Inclusion Leader and/or Special Needs Co-ordinator securely so that they can be accessed easily for professionals/parents/carers. All files are kept centrally and in a filing cabinet that locks). Each child's file should be kept up to date by the Inclusion Leader and/or Special Needs Coordinator and include:

- Child's profile
- Review notes
- I.E.P.s/G.E.P's
- Plans, report and programmes from professionals

In addition, copies of documents are kept securely on the schools internal Shared Area and within the schools Safeguarding programme to ensure a clear chronology is recorded., where this is appropriate.



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Class teachers will also need to keep records of the progress of children with special needs in their class. These records will be used to provide evidence for the assessment of children needs. These records should include:

- An inclusion overview of the class.
- Details of children who have not achieved learning intentions, as part of on-going Formative Assessments. (This will inform planning. In the nursery this will focus more on social behaviour, relationships with staff and peers and attitude to learning).
- Any current I.E.P.s and G.E.P. in the planning file or professional plans.
- Results of Summative Assessments and target setting.

Partnership with Parents

We believe that it is important to keep parents informed about school activities, the school's concerns and their child's successes. We want to encourage parents support and co-operation. All effort should be made to include all parents in the progress of their child in school. Focus should **always** be made on the positive achievement of children whilst still informing parents openly and honestly about the difficulties that children experience.

Parent's views must be recorded and their knowledge about their child should inform the review process.

Intervention Groups/Programs

The School Leaders will be responsible for prioritising the use of support staff. Intervention groups and programs may be set up to address areas of need within the school. The main aim will be to raise attainment. Children will be identified by the Inclusion Leader/SENCo/Year Group Leaders in collaboration with the class teacher. Changes to the group must be made with the agreement of the School Leaders and additional children may not be sent out with these groups in order to support class teaching.

For details on the range of interventions and additional support available at Thames View Infants, please see the School Information Report, which is updated annually. These interventions change depending on the profile of needs of the children. Please follow the link [here](#) to view the School Information Report.

Planning

Teachers will plan with their year group partners, supported by Year group leaders. Half a day non-contact time a week will be allocated for planning. The Special Needs Coordinator and Inclusion Leader are available to support planning at any time. This is not limited to set meeting times. INSET will be available to develop expertise and share good practice.



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Short term plans must include formative assessment of the children's progress towards the learning objectives. This assessment will be used to inform planning and form a part of the identification process for children with Special Educational Needs.

Plans will include:

- Learning Intentions in child friendly language
- Activities which give children opportunity to embed learned skills
- Activities with clear meaning and visual support materials
- Activities with repetition to support learning and develop confidence
- Time for talk, allowing Special Needs children a chance to speak
- Clear talk4learning strategies
- Differentiation and personalised provision
- Formative Assessments of children's progress towards the learning intention to further inform planning

Further Reading:

Please follow the links below to statutory documents and further reading:

[Special educational needs and disability code of practice: 0 to 25 years](#)

[Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities \(January 2015\)](#)

[National Association for Special Educational Needs \(NASEN\)](#)