



COOMBE HILL INFANTS' SCHOOL

admin@chi.rbksch.org
www.coombehillinants.com
020 8942 9481

Mrs Janet Berry
Headteacher

Learn together, grow together

Special Educational Needs and Disability Policy

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.
We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Statutory

Responsibility: Janet Berry

Written: September 2014

Reviewed: October 2017

Reviewed by: Janet Berry

Next review Date: October 2020

Governor Committee: Curriculum & Standards

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

Safeguarding is Everyone's Responsibility

Coombe Hill Infants' School
Coombe Lane West
Kingston upon Thames
KT2 7DD



Special Educational Needs and Disability Policy

COOMBE HILL INFANTS' SCHOOL

Written September 2014 – Reviewed October 2017 – Updated October 2019

The Inclusion Officer (INCLO/ SENCO) at Coombe Hill Infants' School is Mrs Jacqueline Heard, who is a qualified teacher. She is also a member of the Senior Leadership Team and has many years of experience, working within an inclusive environment both professionally and voluntarily.

The SENCO can be contacted via the school office Tel: 0208 942 9481 or email jheard1@chi.rbksch.org

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

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 0 – 25 (June 2014 – Updated Jan 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- Statutory Guidance on supporting pupils at school with medical conditions – April 2014
- The National Curriculum in England Key Stage 1 framework document – September 2013
- The Order setting out transitional arrangements, Section 137
- Keeping Children Safe in Education, September 2018

This policy should also be read in conjunction with the following Coombe Hill Infants' School policies – all of which can be found on our website:

Our School SEND Information Report

School Accessibility Plan

Medical Conditions Policy

Safeguarding Policy

Behaviour Policy

Assessment Policy & guidelines

Equalities Policy

Complaints Policy

Health and Safety Policy

Teachers Standards

Looked After Children and Previously Looked After Children Policy

This policy was developed taking into consideration the views of all stakeholders including parents, senior leadership team, staff, and representatives from the governing body and will be updated annually to meet the requirements in the Special Educational Needs and Disability Regulations 2015. It will be reviewed by Governors every three years.

Contextual Information

Coombe Hill Infants' School is a community school. It is currently three-form entry with 300 pupils on roll (Including a bulge classes in Year One). In September 2018 there are 23 children on the SEND Register (7.6% of school roll). Of these, 3 children have Education, Care and Health Plans (EHCP). 20 children are on SEN Support, including 1 with a Social Communication (SCIP) Package. The school is heavily oversubscribed, with a mixed catchment area. In September 2018 29 (9.6%) of the pupils qualify for PPG (Pupil Premium Grant); and 55% of pupils are EAL (English as an Additional Language).

Coombe Hill Infants' is a fully inclusive school and we endeavour to provide appropriate support to enable every child to make progress and fulfil their potential whatever their disability or need. We believe in early intervention and strive continually to work closely with parents to address each child's needs.

The aims of this policy are:

- To reach high levels of achievement for all
- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible in their school career
- To have a common vision and understanding with all stakeholders
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To achieve and maintain a high level of staff expertise to meet pupil need
- To enable all children to have full access to all elements of the school curriculum
- To ensure that our children have a voice in this process.

The objectives of the policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To ensure there is a Special Educational Needs coordinator (SENCO) who will implement the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.

Definition of SEN

The Special Educational Needs Code of Practice (2015) states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four categories of need in the SEN Code of Practice, they are:

- Communication and interaction (CI)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The kinds of special educational need for which provision is made at Coombe Hill Infants' School

At Coombe Hill Infants' School we already make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan; for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. (See SEND Information Report on school website)

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Graduated Approach: Information about the policy for identification and assessment of pupils with SEN

At Coombe Hill Infants' School, class teachers, with the support of the senior leadership team, track the progress of all pupils termly, to review their progress. We also use a range of assessments with all pupils at various times in response to individual needs and national requirements. Teachers are responsible and accountable for the progress and development of all the pupils in their class, with additional support when needed from specialist staff or teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The Senior Leadership Team, alongside class teachers regularly observe the quality of teaching for all pupils, including those at risk of underachievement. All staff have access to training to help identify and support vulnerable pupils.

The principle of early identification and intervention underpins our approach: identifying those pupils who need extra help. This additional support is often put in place, even if special educational need has not been identified. This extra support can enable the pupil to catch up.

Despite high quality, targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate intervention programme. In many cases these underlying needs often explain less than expected progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a personalised learning and support plan and reviewed termly, and refined / revised if necessary. At this point because the pupil requires significant additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good

progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

There are times, when a child may be identified as having additional needs which may impact on progress and attainment but the child is not considered as having a Special Educational Need.

How we evaluate the effectiveness of the provision made for pupils with special education needs whether they have an Education, Health and Care Plan or are on SEN Support

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether expected or less than expected progress is being made.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- That which allows the attainment gap to close between the pupil and children of the same age

For pupils with an Education, Health and Care Plan there will be an Annual Review (and termly meetings), which will enable an evaluation of the effectiveness of the special provision to be made.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have more frequent and specific assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

Managing Pupils Needs on the SEND register

The SENCO ensures that the SEND register is regularly reviewed and up to date. The school uses provision mapping and personalised learning plans (PLPs) to monitor and review

outcomes on a termly basis, so as to ensure that progress is being made. The PLPs set an agreed time frame and allocate responsibilities for achieving the outcomes.

The Head teacher and SENCO hold termly tracking meetings with Class Teachers to review the progress of all children in their class and decide on any interventions required to maintain progress.

If our school is unable to fully meet the needs of a pupil, we will consult outside agencies for support. If a pupil needs a sustained high level of support, which cannot be provided from the budget available to the school, the SENCO will apply for an Education, Health and Care Plan to the Local Authority. Pupils and parents will be informed of the process and progress through regular meetings.

A child may be removed from the SEN register and consequent provision if significant progress has been made and maintained.

The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements the school employs some additional teaching approaches which can be seen in the School Information Report, as advised by internal and external assessments. The SEND Information Report is available to read on the School website and is updated annually.

These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have regard to the statutory guidance supporting pupils at school with medical conditions. (Please see Medical Conditions policy on our school website.)

How the school adapts the curriculum and learning environment for pupils with special educational needs

At Coombe Hill Infants' School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with

special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, our school has an Accessibility Plan and which is part of our Disability Equality Scheme and is on the School website.

How the school enables children with SEND to engage in the activities of the school.

We are fully committed to making Coombe Hill Infants' School fully inclusive for all children regardless of their particular need. All children are encouraged to participate fully in all activities offered as part of the curriculum, or at playtimes or during extra-curricular activities or trips.

'Reasonable adjustments' may need to be made in order for some children with SEND to access certain activities or trips. This will be achieved in discussion with parents and carers and will be risk assessed, (See Health and Safety Policy).

Support that is available for improving the social, emotional and mental health of pupils with special educational needs

At Coombe Hill Infants' School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PHSE, SEAL, Circle Times, during assemblies and indirectly through conversations which adults have with pupils throughout the day.

Some pupils may require extra support in this area, which is provided by trained Emotional Literacy Support Assistants (ELSA). For those with particular needs in this area we also get support from external agencies. (See School SEND Information Report).

We value parents/carers and pupils' views and regularly consult with them through termly meetings.

We recognise that vulnerable pupils may be at risk of bullying. We do not tolerate bullying in any forms and we have a Behaviour Policy where our school procedures are outlined.

Safeguarding: Guidance from Keeping Children Safe in Education 2018

Keeping Children Safe in Education (2018) states that schools should take into account the safeguarding needs of children with SEN and Disabilities. There's a concern sometimes that, for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying and peer-on-peer abuse. Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support.

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

In order to maintain and develop the quality of teaching and the ability to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development both in-school as part of INSET and outside school organized by the Local Authority or other external agencies.

All teachers and support staff joining the school (including NQTs and trainee teachers) undertake induction and this includes a meeting with the SENCO to explain 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 SENCO regularly attends the Local Authority and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis. The SENCO will monitor its use and make sure those resources and facilities are fairly distributed.

Funding: Coombe Hill Infants' School is allocated funding from the Local Authority which is to be specifically used to support the learning of children with SEND. The SENCO, through the use of a costed Provision Map will monitor the use of this funding to ensure

that it is used for this support and to evaluate its use, with support from the Senior Leadership Team.

Where a child needs additional support over and above the core funding, the school will apply for additional funding to further meet their needs through an Education, Health and Care Plan

The arrangements for consulting parents of children with special educational needs about, and involving them in, the education of their child.

All parents of pupils at Coombe Hill Infants' School are invited to discuss the progress of their children termly with their Class Teacher. In the summer term each child has a full Report on their progress in all areas. We also have an "open door" policy and are happy to arrange meetings outside these times.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible, will also include the views of other agencies involved with the pupil. Information will be made accessible for parents.

Pupils will be consulted about and involved in the arrangements made for them as part of their personalised provision.

Roles and responsibilities

The Special Needs Co-ordinator (SENCO)/ Inclusion Manager - Mrs Jacqueline Heard
Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
 - Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how their child is progressing
 - Liaising with all the other professionals who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
-

Class/subject teachers

Responsible for:

- Checking on the progress of each child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
 - Writing Personalised Learning Plans with individual outcomes, sharing and reviewing these with parents at least once each term and planning for the next term.
 - Ensuring that all staff working with a child are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
 - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
-

Head teacher - Mrs Janet Berry

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
 - She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that each child's needs are met.
 - She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
-

SEN Governor – Mrs Caroline Young

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Keeping updated on SEND provision within the school through learning walks, liaison with SENCO and other staff
- Point of contact for parents of SEND children at the school

Dealing with complaints from parents of pupils with special educational needs concerning the provision made at the school

We take very seriously any complaint from parents about the provision for their child. We have an 'open door' policy and encourage parents to discuss their concerns initially with their child's Class Teacher, the SENCO or Head teacher, so that every effort can be made to resolve the issue as soon as possible. However, if parents are not happy with this they can make a formal complaint to the Chair of the Governing Body. (See Complaints Policy on the website).

Resolving Disagreements

The SEN Code of Practice 2015 outlines procedures for resolving disagreements in Chapter 11.

The Richmond and Kingston SEN and Disability Information, Advice and Support Services (SENDIASS) provides free, impartial, confidential advice, and support around educational issues for parent/carers who have children with special educational needs or disabilities (0-25).

SENDIASS aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. They can be contacted on:

020 8831 6179 or by emailing RichmondKingston@kids.org.uk

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

Transfer to Coombe Hill Infants' School.

Our Early Years Team work closely with the educational settings used by the pupils before they transfer to us in order to ensure the transition is as seamless as possible and the children settle quickly and build confidence. If a child has been assessed as having SEND, there will be additional liaison opportunities and, where required, outside agencies will be consulted to make sure all needs are covered.

Transfer to other schools from CHI

When a child transfers from CHI to another setting we provide information to the next setting. The majority of children from CHI transfer to Coombe Hill Junior School and we have developed close links with them and have an extensive and very successful transition programme. For children on the SEND Register or with an EHCP there is additional liaison and sharing of resources and expertise for example in Learning and Communication Passports.

Information on where the local authority's local offer is published.

The local authority's local offer is published is on www.afclocaloffer.org.uk
Any parent without Internet access should make an appointment with the SENCO for support to gain the information they require.