



Whitestone Infant School



Special Educational Needs and Disabilities (SEND) Policy

October 2024

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
HEADTEACHER	N.A. Green	
SEND Co-ordinator	S. Kilburn	
SEND Governors	D. Robinson S. Farmer	

This Policy was ratified on: _____

Date of next review: Autumn 2028

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Philosophy

Whitestone Infant school prides itself on being fully inclusive. All our children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum with progression and achievement.

We know that some pupils will experience considerable differences in learning at certain stages in their school life and the best way of helping them is for everyone involved to work together. We have high expectations for all children and are committed to providing the right support at the right time for each child.

2. Compliance

- This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) More details can be found on the Department for education website: www.education.gov.uk/schools/pupilssupport/sen
- This policy also complies with Equality Act (2010), Children and Families Act (2014), The Special Educational Needs and Disability Regulations (2014).
- The Warwickshire LA Local Offer is available on our website as a guide to parents and carers which explains how schools can support children and parents. The SEND Local offer is a resource which describes the services and provision available to support families in Warwickshire. It includes information about public services across education, health and social care, as well as those provided by private, voluntary and community sectors.

3. Definition of SEND

The SEND Code of Practice says that:

'A child or young person has SEN if they have a difficulty or disability which calls for special educational provision to be made for them. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

These children will require their educational programme to be adapted in some way which is **additional to** and **different from** that which is offered to their peers.

4. Aims

To achieve the principles outlined in the SEND Code of Practice Whitestone aims to:

- Use Quality First Teaching in all curriculum areas.
- Foster an inclusive environment which nurtures the individual child, irrespective of the nature of their special needs.
- Focus on aspirational outcomes.
- Remove barriers to learning and raise expectations and achievements of pupils of SEND.
- Ensure that provision is planned, differentiated and effective in meeting the individual needs of children with SEND.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

- Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths
- Work in partnership and collaboratively with parents, children and appropriate services.

5. Objectives

- To identify the needs of pupils with SEND at the earliest opportunity.
- Closely monitor the progress and needs of all pupils.
- To make appropriate provision to ensure pupils with SEND have full access to the Early Years Curriculum and National Curriculum.
- To be the responsibility and priority of every teacher.
- To provide support and advice for all staff working with pupils with SEND.

6. Areas of Special Need

There are four broad areas of need, as outlined in the SEND Code of Practice, 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Each of these areas are then broken down into specific needs (please note that this is not an exhaustive list of all needs):

Communication and Interaction

- Speech, Language and communication needs.
- Autism Spectrum Condition

Cognition and Learning

- Moderate Learning Difficulties
- Specific Learning Difficulties (e.g. dyslexia or dyspraxia)
- Severe Learning Difficulties

In these areas, children may have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills and/or have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

Social, Emotional and Mental Health

- Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder
- Attachment
- Trauma
- Anxiety
- Depression

Sensory and/or Physical

- Hearing Impairment
- Visual Impairment
- Physical disability
- Sensory Processing Difficulties

Whitestone understands that a pupil may have a single one of these needs or have multiple needs that can span across any of the broad areas.

Whitestone also recognises that some pupils may have needs which impact on progress and attainment that are not SEND. These include:

- Disability (The Code outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality legislation – These alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as a second language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman
- Behavioural (Behavioural difficulties do not necessarily mean that a child has SEND: consultation with the teacher, parents and SENDCo will take place in order to establish whether there are SEND factors causing the behaviours.)

7. Teaching and Learning

Teachers are responsible and accountable for the progress and development of all pupils in their class including where they access support from teaching assistants or specialist staff. Children with SEND are entitled to be taught by their teacher, not always a TA.

8. Identification and the Graduated Response

Our aim is for all children to be working independently in class at their full potential. 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 consists of a four-part process:



This is an ongoing cycle to enable provision to be refined and revised for ALL pupils but is particularly significant in identifying children who need extra support and ensuring that we are constantly progressing children and moving them forward by setting new targets.

Graduated Response

As part of the Assess, Plan, Do, Review cycle, Whitestone has a personalised graduated response for identifying and supporting children with SEND. Please see Appendix A.

Targets for pupils with SEND are made challenging in an attempt to close the gap and interventions are crucial in closing these gaps.

Whitestone has a clear approach to identifying and responding to SEND. The purpose of identification is to work out what action a school needs to take place, not to fit a pupil into a category. When planning the school will consider the needs of the whole child not just the special educational needs of the child.

Class teachers are continually aware of children's learning. If they observe a child is making less than expected progress, given their age and individual circumstances they will seek to identify a cause. This is characterised by progress which:

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

The progress of every child is monitored termly at pupil progress meetings together with lesson observations, work trawls and analysis of pupil progress by the head teacher and leadership team. Where children are identified as not making progress in spite of Quality First Teaching targeted at areas of weakness they are discussed with the Head, Assessment Co-ordinator and SENDCo.

9. **SEND support**

When a need is identified children will be placed under a 'Monitoring' category or an 'SEND support' category.

- Monitoring (*This does not place the child on the schools SEND register*) (*It is recorded only as an aid to further progression and for future reference*)

Class teachers will take steps to differentiate work for the pupil according to their need, adapt and modify resources and activities. These pupils may be given further support with additional small group and sometimes individual interventions. Pupils progress is then more closely monitored and recorded using tracking or monitoring sheets.

If pupils fail to make expected or accelerated progress the SENDCo will be consulted and a discussion and possibly an observation will take place to determine further levels of provision or intervention that the child will require. More evidence will be gathered (Including the views of parents and child) and the school will not delay in putting in place extra teaching or interventions that are *additional and different* (SEND COP 2015) and that are designed to secure better progress.

These children will then be placed on the SEND Register. The SEND register identifies the children with SEND and their area of difficulty. The child then receives....

- School SEND Support
 - Pupils identified as needing SEND school support will have an Individual Education Plan (IEP) written by their class teacher and this will be shared and discussed with the child and their parents/carer's. The IEP targets the particular area where they require '*additional to or different from*' support. This IEP identifies targets specifically planned to meet that child's needs together with who, how and when intervention and provision will take place.
 - The IEP includes how parents could and should contribute towards their child achieving their targets, together with the child's strengths and interests, what they find hard and what helps them to achieve.
 - The IEP is a working document and targets and outcomes may be adjusted throughout the term all in consultation with the child and parents.

- IEP's are formally reviewed and/or produced termly in consultation with parents and the child. At these IEP reviews successes and outcomes are celebrated, impact of support and ideas shared and next steps finalised.

Those pupils identified with additional needs will receive support in one or more of the following ways:

1. Receiving support from a Teaching Assistant (TA) either one to one or in a small group.
2. Receiving differentiated work and/or modified timetables and/or an adapted environment.
3. A specific evidence-based intervention. This may be in a small group or one to one.
4. Ideas for home support activities.

Every effort will be made to educate pupils with SEND alongside their peers within the classroom but where this is not possible, the SENDCo and head teacher will consult with the child's parents for other flexible arrangements to be made. Pupils may be taught within the classroom setting or withdrawn to a quiet, less distracting area to work towards their targets.

Whitestone has a range of interventions available including: *Read, write, Inc One to One tutoring, First Class at Number, WellComm*. Teachers also develop individualised programmes themselves to suit the needs of the SEND pupils in each year group. Interventions are planned for a specific length of time. At the end of a block of work children's progress is assessed and recorded and shared with parents. A decision is then made as to whether to continue the intervention, swap to a new intervention or allow a period of consolidation in class. The SENDCo monitors interventions to identify effectiveness.

There is a core expectation that the teacher holds the responsibility for evidencing progress towards the outcomes in the plan.

If progress data and observations indicate that in spite of high-quality targeted support and provision is not fully meeting the needs of the child and/or the child fails to make progress at SEND School Support we will seek the expertise of outside agencies.

10. Outside agencies and services

Our school continues to build links with support agencies and utilise special services.

These include but are not limited to:

- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- School Nurse
- Integrated and Disability Service (IDS)
- Early Help (EH)
- Parent Support Advisor (PSA)
- Early Intervention Service (EIS)
- Specialist Teaching Service (STS)

11. Education and Health Care Plan (EHCP)

If a child fails to make progress in spite of high-quality teaching, early intervention and targeted support and the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision we begin to consider an EHCP. More in depth consultations with parents, teachers and outside agencies will continue. If the outcome of the discussions/assessments indicate that the provision is not fully meeting the needs of the child and the child has lifelong or significant difficulties (which means that they will always need support to learn effectively) a statutory assessment will be requested. This will usually occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach is required to assess, plan provision and identify resources. The application for an EHC plan will combine information from a variety of sources including

- Parents
- Teachers
- SENDCo
- Social Care
- External Professionals e.g. educational psychologists

Parents have a right to appeal against the content of the EHC Plan and may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal records and reviewed annually by school staff, parents and pupils. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. **Having a diagnoses of e.g. Autism, ADHD or Dyslexia does not mean that a child automatically needs an EHC plan.**

12. Children with Social, emotional and mental health (SEMH) needs:

Although behaviour is not classified as SEND if a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and child's known history of experiences. If a child's behaviour is felt to be a response to trauma or to a home-based experience (e.g. bereavement, parental separation) we may complete an Early Help with the family and support the child through that process.

Whitestone has a Nurture room, called *Owl's Nest*. Children may access this at key times particularly to support their emotional well-being. The school also employs a well-being teaching assistant who is trained in a variety of SEMH practices.

If parents or the school are concerned that a child has mental health needs, a referral to MHST or RISE may be completed.

All children's behaviour is responded to in line with our behaviour policy and reasonable adjustments are made to accommodate individual needs.

13. Allocation of resources/Training

'Mainstream schools are provided with resources to support pupils with SEND. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount; it is for the school to provide high quality appropriate support from the whole of its budget'. SEND CoP 2014.

As part of budget planning the Head Teacher, Governing Body, SENDCo and leadership team will determine how to use resources to best support the needs of pupils with SEND, including any resources targeted at particular groups, such as pupil premium, Looked After and Service children.

At Whitestone each individual child's needs will be discussed with the head teacher, class teacher, and SENDCo who can then make key decisions on the allocation of resources in order to address a child's needs. The governing body is committed to having a high level of support from T.A.s to ensure children are well catered for at all times in the school day.

The staff meet regularly to discuss provision and training needs.

When allocating additional T.A. support to children our focus is on outcome, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

All staff regularly receive in house training to keep up to date with current practices and procedures. All of our Teaching Assistants are fully trained in implementing a range of intervention programmes. Mid-day supervisors have training to include strategies for supporting children with SEND. The SENDCo attends the LA's network meetings in order to keep up to date with local and national updates.

14. Transition Arrangements

Transition into and within school.

The admissions arrangements are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND.

We understand how difficult it is for children and parents as they move into a new class or school and we will do all that we can, according to the individual needs of the child, to make transitions between classes and schools as smooth as possible.

Transition arrangements may include:

Children entering Foundation Stage :

- There will be liaison with pre-school settings and any professionals currently working with the child wherever possible. Transition books containing photos will be produced.

Once in school:

- Transition meeting with the current class teacher, new teacher and parents.
- Additional meetings for the parents and child with the new teacher.
- Support on whole school transition days from a TA if appropriate.

- Additional visits to the new classroom environment in order to identify where the toilets, coats pegs are etc.
- If appropriate a transition booklet with photographs of key people and places.

On leaving Whitestone

- Planned liaison between both schools in the form of meetings between current staff and new staff. Enhanced transition arrangements tailored to meet individual needs.
- A transition book can also be requested from the new setting.

15. Working in partnership with parents

It shouldn't come as a surprise to a parent to learn that their child has been identified as having SEND.

We aim to have good and informative relationships with all of our parents and we have an 'open door' policy. We believe that a close working relationship is vital in order to ensure early and accurate identification and assessment of SEND leading to appropriate and affective intervention and provision. Parents are always welcome to discuss any aspect of their child's schooling or to share any concerns. Parents may contact the school by telephone or e-mail via the school office, or speak directly to the class teacher or SENDCo. Class teachers and the SENDCo make every effort to share information and explain how SEND is supported within the school.

Teachers are continually monitoring the progress and attainment of their pupils and in normal circumstances parents will be updated on their child's progress at parent consultations and through the annual report. However, class teachers will inform parents if and when their child starts to have difficulties in any area of their school life. Parents are encouraged to voice any concerns and a 'Log of Concerns' is kept in each teacher's SEND file.

Once a child has been placed on the schools SEND Register the class teacher will invite the parents to a meeting to:

- Formally let them know their child is being placed on the SEND register (this may also come in the form of a letter before the meeting)
- Discuss assessments and progress.
- Discuss and agree a plan and provision.
- Explain the IEP.
- Sign the IEP.
- Identify the responsibilities of the parent, the pupil and the school.

Copies of the IEP are also given to parents. Thereafter parents are invited to a meeting at least once a term to review progress made, set targets and agree provision for the next term. Parents are encouraged to discuss how they might help at home to support their child in their progress towards the targets set. In cases where more frequent contact with parents is necessary this will be arranged based on the individual pupils needs. Pupils with an EHC Plan will also have an annual review.

16. Managing pupils needs on the SEN register.

The SENDCo will review with each class teacher the needs, provision and progress of the pupils in each class termly. Teachers will complete new IEP's and provide information to feed into a whole school provision map.

It should be noted that the schools SEND register is fluid and children can be placed on or taken off the register at any point according to their progress.

17. Criteria for exiting SEN support.

When a child consistently meets the outcomes set on their IEP and is 'keeping up' not 'catching up' with age related expectations they will no longer be named on the SEND register. However their progress will continually be monitored more closely in case of any 'slippage'.

18. Supporting pupils with medical conditions and disabilities

Medical Conditions

Whitestone recognises that pupils at school with medical problems should be properly supported so that they have full access to the curriculum. The school will comply with its duties under the Equality Act 2010. Having a medical condition does not mean that a child will be placed on the SEND register, if their condition is affecting their ability to progress and they are having to receive support that is *additional to or different from* their peers this is when they will be placed on the register. Please see the school's policy 'Supporting Pupils with Medical Conditions'.

Disabilities

Whitestone also understands that the term 'disability' is very broad. If a child with a disability is having to receive support that is *additional to or different from* their peers to make academic progress they will be placed on the SEND register. If a child has a disability (e.g. a physical condition) and is making expected/good progress and is achieving at the expected/above the expected level through high quality teaching they will not need to be placed on the SEND register.

19. Roles and responsibilities

Teachers .

- Seek to identify pupils making less than expected progress given their age and individual circumstances.
- Be accountable for the progress and development of all the pupils in their class, including where they access support from teaching assistants or special staff.
- Maintain a SEND file with up to date records of assessments, provision and outcomes, log conversations with parents and inform and discuss any concerns with the SENDCo.

- Track the progress made on entry and exit for the interventions of each child and providing the SENDCo with data at the end of each intervention.
- Keep parents of children who have a SEND up to date on achievements, progress and next steps.
- Liaise with professionals and implement their recommendations as well as reporting findings to parents.

The SENDCo

- Day-to-day responsibility for the operation of the SEND policy
- Co-ordinate provision for children with SEND
- Have overall responsibility for ensuring children and young people with special educational needs and/or disabilities are identified and assessed.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with teachers and where requested or required, parents of pupils with SEND.
- Be a key point of contact with external agencies.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Keep all staff up to date with relevant developments and provide in house training.
- Ensure that the school keeps the records of all pupils with SEND up to date including IEP's, provision maps and school register.

Governors

The Code of Practice does not set out what this role entails. However, at Whitestone SEND provision is monitored by a named SEND governors who will:

- Help to raise awareness of SEND issues within the school at governing body meetings.
- Ensure that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Give up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school.
- Help to review the school's policy on provision for pupils with SEND.
- Meet the school's special educational needs co-ordinator (SENDCo) to learn about the school's SEND provision and monitor the implementation of the SEND policy.
- Discuss with school staff the outcomes of the monitoring and evaluation of the school's SEND provision.
- Observe first-hand how the school ensures that pupils with SEND are actively involved in all aspects of school life, both inside and outside the classroom.
- Take opportunities to meet and talk with the parents of children with SEND.
- Keep informed about developments in the area of SEND, nationally, locally, and within the school.

20. Monitoring and evaluation

The head teacher, SENDCo and Assessment coordinator report on children's progress to the governing body. The policy is reviewed by the governing body every 4 years. And the SEND Information report is produced and reviewed annually by governors.

Criteria for evaluating success:

- Children with SEND are identified early
- Targets are well focused and reviewed regularly
- Support is well targeted and used efficiently
- Children with SEND make progress.

21. Accessibility and Learning Environment.

The school is on one level and is fully accessible for wheel chairs. There is a disabled changing and toilet cubicle. There is one disabled parking bay. We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in ensuring that their children are fully included. All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the classroom. Parents who have children with addition needs are able to take part in the planning for trips by liaising with the class teacher and SENDCo. All classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, Autism etc. This is good practice to support all children but is vital for those who particularly need it. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Please see Whitestone's Accessibility Plan.

22. Reviewing the policy

The policy is reviewed every 4 years, initially by the SENDCo and then any changes discussed with all staff.

An Accessibility plan is updated every three years.

23. Complaints

If you, as a parent, are concerned about any aspect of your child's education regarding SEND, please contact the class teacher, the SENDCo or head teacher, as soon as possible. Written information about complaints procedure is available from the school office.

Complaints procedures are also available on the website www.whitestone-infantschool.co.uk

24. Summary of terms

SEND – Special Educational Needs and Disabilities
SENDCo – Special Educational Needs and Disability Coordinator
TA – Teaching assistant
EHCP – Education, Health and Care Plan
IEP – Individual Education Plan
CoP – Code of Practice
EIS – Early Intervention Service.

IDS – Integrated Disability Service

ASC – Autistic Spectrum Condition

ADHD/ADD – Attention Deficit Hyperactivity Disorder – Attention Deficit Disorder

25. Further information and Useful links

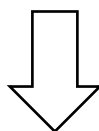
<http://www.warwickshire.gov.uk/educationschool>

Appendix A

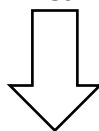
Whitestone Infant School's Graduated Response

At each stage the Assess, Plan, Do, Review cycle is followed.

Stage 1. Class teachers will use Quality First Teaching including the use of differentiation and resources.

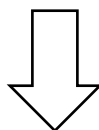


Stage 2. The class teacher will raise a concern for a pupil and complete a 'Log of Concerns'. They will note down why they are concerned and any strategies that have been used. Several assessments and 'Logs of Concerns' may be completed during this time so that the class teacher can build up a picture of the child. At this point the child will be placed on the schools 'Monitoring List'.



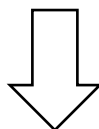
Stage 3. The class teacher will then approach the SENDCo for support and interventions will be put into place and an Individual Education Plan (IEP). At this point the child may be placed on the SEND register depending on the need identified.

Most children remain at this stage of the response as the interventions in place are helping the children to progress following Assess, Plan, Do, Review



Stage 4. If children make very little or no progress the SENDCo may contact an external professional e.g. Educational Psychologist, Speech and Language Therapist, Specialist Teaching Service.

These professionals will complete assessments and observations and will compile a report that contains recommended strategies for the class teacher to implement. A child may be seen by these professionals several times as part of the Assess, Plan, Do, Review process.



Stage 5. If a child reaches a point in which the school has followed all stages but still requires additional support the school can apply for an Educational Health Care Plan (EHCP). The Local Authority (Warwickshire County Council) will review the child's needs and decide if they fit the criteria for receiving an EHCP. If a referral is successful the Local Authority will put in provision and funding to support the child.