

# **Pavilion Preparatory School and Kindergarten**

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

**(see also EAL Policy )**

**Status:** Statutory

Head: Ms Shirmila Sharma

SEND: Ms Shirmila Sharma

Review: August 2023

Next Review: August 2024

## **SEND 0 to 25 years. January 2015 code of Practice.**

From the Parliamentary Under-Secretary of State for Health and the Parliamentary Under-Secretary of State for Children and Families

This Policy has regard to the document "SEND Code of Practice" published by the DFE in January 2015 from the Parliamentary Under-Secretary of state for Health and the Parliamentary Under-Secretary of state for children and Families with States:

This new Special Educational Needs and Disability Code of practices will Play a vital role in underpinning the major reform programme.

For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16. For ease of reference, young people are referred to in this Code of Practice as 'over 16'

The Full SEND cod of Practice is available

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **Introduction**

This Special Educational Needs and Disability Code of Practise plays a vital role in underpinning the major reform programme.

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This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disabilities (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

### **Purpose**

At Pavilion Preparatory School and Kindergarten (“the Setting”), we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The setting aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success and fulfil their potential learning at a level commensurate with their abilities
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils’ progress and needs
- involve parents/carers in planning and supporting at all stages of their children’s development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff for SEND is implemented and maintained
- ensure the use of early identification and intervention is implemented to support SEND children

## **Definition of SEND**

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational needs provision to be made for them.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by the relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (section 20 Children and Families Act 2014).
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). This term SEN is used in this code across the 0-25 age range but includes LDD.

## **Disabled Children and Young People**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

## **Identifying SEND and Actions**

It is the aim of the Setting to ensure early identification of SEND and to take actions to support the child's needs.

There are four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The Class Teacher is responsible for providing high quality teaching and will ensure that work is differentiated to each child's individual needs. The class teacher will ensure that pupils progress and develop.

Class Teachers, along with the SENCO, will carry out clear analysis of the child's needs which will draw on assessments and experience of the pupil. This assessment will be reviewed regularly and inform any planning and provision to support the child's learning.

When children are identified with SEND, they will fall under two categories. These are:

### **SEN support**

This is when a child has a learning difficulty or disability that calls for SEN provision, namely provision different from or additional to that normally available to pupils of the same age.

This is when:

- Class teacher uses interventions to support child's SEND which is additional to, or different from classroom curriculum.
- Class teacher, with the support of the SENCo, will track provision.
- Class teacher will be responsible for planning provision to support children. This support will take place in a four part cycle known as assess, plan, do, review.
- Children will be provided with targets for next steps.

### **Statements of SEND and Education Health Care plans ( EHC)**

For children with complex and severe SEND, the setting may not be able to provide appropriate support to meet their SEND. In accordance with the SEND Code of Practice parents or the Setting may request for the Local Authority to carry out a statutory assessment. Parents and agency involved with the child contribute to this process.

If a Statement of SEN is agreed, it is drawn up by the Local Authority outlining specifically the child's area of need and provision to support these needs.

An annual review takes place when parents and professionals involved are asked to submit reports and attend the meeting to discuss and review the objectives outlined in the statement.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

Please note:

As per the SEND Code of Practice your child will continue to get support until they are moved across to special educational needs (SEN) support or an education, health and care (EHC) plan.

Your child should move to:

- SEN support by summer 2015 if they already get help through School Action, School Action Plus, Early Years Action or Early Years Action Plus.
- An EHC plan by Spring 2018 if they have a statement
- An EHS plan by September 2016 if they have an LDA ( Learning Difficulty Absents)

The school will tell you when they plan to move your child to SEN support and the LA will tell you when they are going to transfer your child to an EHC plan. If possible, this will happen:

- At a time that makes sense, eg at a planned annual review
- When they move school, eg from nursery to primary

### **If your child is in further education or training**

Your child will continue to get support and can ask for an EHC plan if both the following apply:

- They are in further education or training from September 2014 to September 2016
- They get help because of a learning difficulty assessment

The school the LA will work with you to agree what support your child needs.

### **Support you may still receive**

#### **Early Years Action and School Action**

This support is either a different way of teaching things, or some help from an extra adult.

#### **Early Years Action Plus and School Action Plus**

This is extra help from an external specialist, eg a speech therapist.

## **Assessments**

An assessment of special educational needs involves experts and people involved in your child's education. They ask about your child's needs and what should be done to meet them.

## **Statement**

A statement of special educational needs describes your child's needs and how they should be met, including what school they should go to.

## **Education Health Care plans ( EHC)**

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure and the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parent and child or young person
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

These are put in place for pupils with long term, significant needs, including educational needs, if a child meets the same criteria as currently exist for a Statement.

Where, despite the Setting having taken relevant and purposeful action to identify, assess and meet the SEN of the child and they haven't made expected progress, the Setting will consider requesting an Education, Health, care needs assessment. The Local authority will decide whether an EHC needs assessment is necessary.

Parents and children will be supported by facilitators to articulate their aspirations and to develop Person Centered Outcomes.

## **Outside Agencies**

A child may be referred to an outside agency if:

- Continues working at National Curriculum levels substantially below the rest of their peers
- Has made little or no progress over a monitored period of time even with specific support in place
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which affect their learning or the learning of others
- Has sensory or physical needs that require further advice and support
- Has speech, language and communication difficulties.

These outside agencies include Specific Learning Difficulties Teams, Educational Psychologists, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Behaviour Support Teams, Communication Disorders Advisory Service Team, Outreach services.

## **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality, assessment, recording and reporting and inclusion policies. The accessibility plan is an integral part of this policy.

Please also refer to Redbridge's

Local offer. The Local Offer is available to view at [www.redbridge.gov.uk](http://www.redbridge.gov.uk)

## **Roles and responsibilities of Head, other staff**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the setting's procedures for identifying, assessing and making provision to meet those needs.

The Head, has a legal responsibility for determining the policy for pupils with SEND. The setting maintains a general overview and has appointed a SEND representative and Deputy who take particular interest in this aspect of the Setting.



The Head has responsibility for:

- the management of all aspects of the Setting's work, including provision for pupils with SEND
- working closely with the SEND personnel within the Setting
- making all staff aware of the need to identify and provide for pupils with SEND
- ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- seeing that the progress and attainment of children with special educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the Setting's support for children with SEND
- notifying parents if the setting decides to make special educational provision for their child
- the school's reporting to parents on the implementation of the Setting's SEND policy
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored.

The **SLT** will ensure that:

- SEND provision is an integral part of the settings improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the *SEND Code of Practice (2001)*
- they are informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored.

The **SEND co-ordinator** (SENDCO) is responsible for:

- overseeing the operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems where appropriate
- Working with the Head to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- co-ordinating the provision for pupils with SEND
- liaising closely with parents/carers of pupils with SEND

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- assisting in the monitoring and evaluation of progress of pupils with SEND
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

The settings **SENDCO will also be the designated teacher for looked after children**, who will:

- promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- promote good home-school-agency links
- be a source of support for all staff working with looked after children.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND
- Ensuring children are making the expected levels of progress.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. They may ask to speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment.

If a parent continues to feel concerned he/she may ask to speak to the Head, class teacher or the SENDCO if they prefer.

Please see our complaints procedure

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through the settings self-evaluation and reporting activities such as:

- analysis of pupil tracking data and test results for individual pupils and for cohorts
- analysis of exclusions data
- the setting's profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the Setting's annual review of provision for children with SEND and looked after children
- the setting's development plan, which is used for planning and monitoring provision in the setting
- visits from LA professionals and Ofsted inspection arrangements
- Feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans (SEND children) or personal education plans (CLA), evaluate impact and celebrate success.

### **Partnership with Parents/Carers**

We understand the importance of developing relationships with parents/carers and seeing them as partners in the education/learning of children with SEN an AEN.

If we feel a child is having difficulties, the SENDCO or another appropriate member of staff would liaise with the parents/carers sensitively and confidentially.

We would encourage the parents/carers to be involved in any discussions and decision making in relation to the provision and arrangements for their child's individual needs. Parents/carers are involved in the setting, reviewing and monitoring of IEP's and are asked to sign these documents. Referral to outside agencies requires parental consent.

### **Links with other Early Years Settings**

When a child leaves our setting their individual profile will be passed on the their parent/carers who can pass it on to the new setting. These transfer documents will, when applicable, include previous IEP's.

We are always happy to contribute to transition planning meetings with other settings and explain to parents of children with SEN and AEN that we are happy to facilitate such meetings.

### **Links with other support services and other agencies**

We show commitment to working with the Early Years Pedagogy Advisory Team on a regular basis.

They support the group by providing for the needs of the children with SEN and AEN by giving information on a variety of impairments and difficulties and also give practical advice for supporting a child within the setting.