



SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND) POLICY

Date of Review: November 2024

Next Review date: November 2025

Intent

Statement of Intent

We are committed to inclusion, working together to make our school a place where every child feels happy, safe and is fully included in all aspects of school life. We implement Quality First Teaching (Appendix 1) across the curriculum to enable every child to achieve to the best of their ability, become confident individuals living fulfilling lives, whilst removing barriers to their learning. We promote provision that drives pupil's wellbeing, attainment and progress whilst identifying any additional needs as they arise. We believe that early intervention is key, therefore we strive to identify and provide effective early support to children who may be at risk of poor outcomes.

SEND areas of need

Many children require additional support at some stage in their educational journey, this does not necessarily mean they are identified as having SEND.

Children with special educational needs or disabilities (SEND), can find it difficult to access the curriculum alongside their peers, may need extra support because of a range of needs. There are four categories of need defined by the SEND Code of Practice 2015:

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

SEND Code of Practice 2015

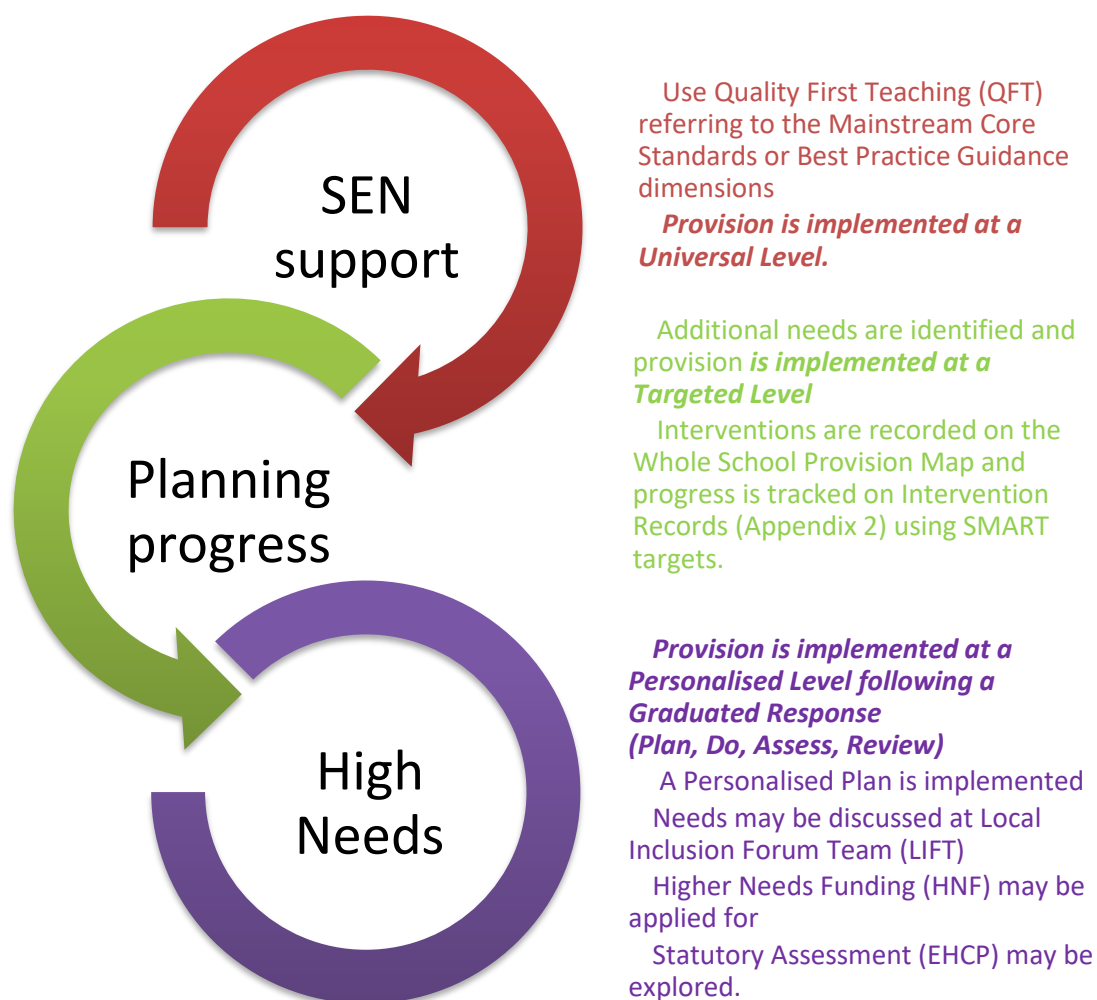
High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Early years providers and schools should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and children
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Implementation: Teaching and Learning

Planning

Teachers should refer to the Mainstream Core Standards (KS1) and the Best Practice Guidance (EYFS) to inform and steer practice.



Teachers should follow the subsequent steps to ensure the most appropriate intervention is in place at a **universal**, **targeted** and **personalised** level so that children can make progress both in their well-being and attainment.

Five Step Plan for SEN Concerns

Teachers should follow the Five Step Plan for SEN Concerns (Appendix 3) to guide them in addressing specific areas of need, implementing appropriate support and intervention and communicating all steps of intervention and support with parents at regular intervals.

SEN Clinic

Any staff member can discuss the progress, attainment and/or support for a child/ren they work with by booking into the SEN Clinic. This takes place weekly, run by the Inclusion Lead. Appointments can be booked via the School Calendar by entering "NAME: SEN CLINIC" at the desired time.

Teaching - “All teachers are teachers of SEN children” (Code of Practice, 2015)

Teachers are expected to make reasonable adjustments to their teaching practice and, where necessary, bespoke educational opportunities are planned for to ensure that all children can be included in the learning. Effective learning will be assessed in a range of ways, for example but not exhaustive of: written record, scribed or transcribed by an adult, video or voice recording, photographs. Teachers are expected to ensure the children have equal opportunities and access to the curriculum, ensuring that the children have a progressive educational and personal journey that enables them to:

- **Develop strong fluency and confidence** in the foundations in Literacy and Mathematics.
- **Lead their own learning** through child-led and enquiry-based opportunities.
- **Think critically and make links** through a cross curricular approach which is underpinned by key texts.

Children should always have access to a range of resources in line with the expectations of Quality First Teaching (Appendix 1). Where additional, personalised resources are required, these should be sought out in a timely manner, in discussion with the Inclusion Lead and parents, if appropriate. All children should be exposed to rich, subject-specific vocabulary alongside their peers however, if this is not accessible for an individual then personalised, targeted vocabulary should be provided; planned for by the teacher.

Assessment

All children’s academic attainment and progress is assessed in line with the school’s normal practice of inputting subject specific data into SIMS. Children receiving Targeted Provision (outlined on the Whole School Provision Map) will have their SMART target reviewed after 6 weeks, recorded on the Intervention Record Sheet (Appendix 8). If the SMART target has been met, targeted intervention would cease for at least 6 weeks to allow the impact of the intervention to be monitored. If the SMART target has not been met, the child’s provision would be reviewed by the class teacher (in discussion with the Inclusion Lead and parents if appropriate) to determine the next course of action to support the child’s needs.

Children with a Personalised Plan or an Education, Health and Care Plan (EHCP) will have their targets reviewed at least 3 times per year where progress and next steps are shared and agreed with parents. Children with an EHCP will have their overarching outcomes reviewed each year at their Annual Review where parents and any outside agency professionals are invited.

The Inclusion Lead uses a range of assessment tools and checklists to determine specific needs of children. These may include:

- Neurodiversity Checklist
- Emotional & Behavioural Scales
- Communication & Interaction Scales
- Sensory Checklist
- Speech and Language: ICAN Chart
- School Stress Survey
- SDQ Questionnaire
- Parent/Teacher/Child Voice Questionnaire
- The Leuven Scales

Vulnerable Learners

All pupils should be constantly supported or challenged as necessary. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences and opportunities hinder their development in each area of the curriculum.

- *SEND and EAL pupils*: resources and support should be planned for, as outlined in this policy, to enable all children to have access to the learning. Suitable aids that are relevant to the child should be reviewed for their suitability and impact. Where necessary a risk assessment should be undertaken.
- *Disadvantaged pupils*: children have external circumstances that affect their ability to access certain aspects of school. This could affect their punctuality, attendance or ability to access the curriculum. The school is expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- *In-year admissions and Persistent Absentees*: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. In some cases, it may be necessary to undertake a risk assessment.

Extra-Curricular Activities

All children have the opportunity to sign up to extra-curricular clubs linked to our school's teaching and learning. After school clubs and wrap-around care are run by external providers, therefore it is the parent/carer's responsibility to share with them if their child has additional needs that may need to be considered when attending. All children are included in extra-curricular trips and reasonable adjustments and additional provision is implemented as required; this may include inviting the child's parent/carer along to support.

Parent Partnership

Liaising with parents regarding the Special Educational Need or Disability of their child(ren) is imperative. Where possible, before a child starts at Joydens Wood Infant School, the Inclusion Lead will liaise with the parents and the child's nursery/pre-school or previous school to gain an insight into the needs of the child(ren) and the level of additional support required. Information gathering and sharing of information is vital in ensuring an effective transition into our school.

Throughout the child's journey at school, parents will be regularly informed of their child's attainment and progress at parent consultation meetings. If a child has a Personalised or Provision Plan, these plans are reviewed at least 3x per year in consultation meetings with parents. Staff must use the Five Step Plan for SEN Concerns to inform them of specific intervals when parents should be informed and the nature of the information shared. Any additional meetings or conversations will be arranged as and when required. All communication and information shared must be inputted on CPOMs.

Impact

The Inclusion Lead is responsible for:

- Developing the school's SEND Policy.
- Coordinating interventions and support in liaison with the Class Teacher.
- Ensuring parental involvement in supporting children's provision, progress and attainment, in liaison with the Class Teacher.
- Liaising with outside agencies and professionals who may be involved.
- Updating the school's SEND register.
- Updating the school's Provision Map.
- Taking children's cases to the Local Inclusion Forum Team (LIFT) to seek further specialist support and advice where required.
- Completing and submitting outside agency referrals in liaison with the Class Teacher.
- Working collaboratively with Class Teachers and SLT to ensure that SEND Provision is robust, effective and transparent.
- Ensuring SEND children's records are kept up to date.
- Reviewing SEND Provision and interventions annually.
- Monitoring provision and interventions throughout the year in a variety of ways e.g. include environment and learning walks (recorded on an impact form) and review of intervention records (Appendix 8).

Additional support

The local authority's local offer is published on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with Inclusion Lead for support to gain the information they require.

Appendix 1

Strategies for all learners – Quality First Teaching checklist
(including but not exhaustive)

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|---|--|
| Well organised classroom with labels: words, symbols and/or real life photographs | |
| Plan by deciding what everyone can learn and then add or remove scaffold | |
| Clear lesson structure using “chunking” as a teaching method and using a range of learning styles e.g. listening, seeing, doing | |
| Implement a range of Active Learner strategies e.g. talk partners, movement breaks, random questioning (named lolly sticks) | |
| Understanding is demonstrated in a variety of ways e.g. explain to your partner, explain to the class, give an example | |
| Use of whole class timer | |
| Use of whole class now/next and break down instructions | |
| Visual timetable | |
| Range of groupings within the class e.g. random pairing, mixed ability | |
| Five positive comments to one negative | |
| Praise is specific and often | |
| Memory supported by explicit demonstrating and modelling of memory techniques | |
| Classroom assistants well planned for and used to maximise learning | |
| Key vocabulary is evident and used consistently | |
| Pupil expectations are high and clear | |
| Behaviour management strategies are clear and used consistently | |
| Resources and stimulus are used regularly and consistently e.g. wow moments to hook learning, number lines, word mats, maths boxes, phonics prompts | |



Appendix 2
Intervention Record

Intervention: Lead by:

Start date: End date:

Reason for the children in this group:

Aim(s) of intervention:

| SMART Target (something that is measurable e.g. for Clever Fingers "By XXX I will be able to thread the lace on the shoe on 3 consecutive occasions" this can be the same target for multiple children if appropriate) | | | | | | | | | |
|--|--|--|--------|--------|--------|--------|--------|--------------------|---|
| Name | Week 1 (no./tally of sessions attended that week) | Week 2 (no./tally of sessions attended that week) | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Additional week | Outcomes (results of child attending intervention for 6-8 weeks – linked back to original aim). |
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Observation of children in their classroom by intervention leader (to be done once per round of interventions e.g. every 6 weeks):

| Name: | Date: | What was seen (link to SMART target where possible) – think about the skills you are teaching them in your intervention, can you see any example of them being transferred into the classroom, make brief notes e.g. <i>able to sit calmly on the carpet for 3 minutes during teacher led activity (could be linked to sensory circuit), able to wait their turn with their hand up (could be linked to LEGO therapy)</i> |
|-------|-------|---|
| | | |

Appendix 3

| Five Step Plan for SEN Concerns | | | | | |
|--|---|---|---|---|---|
| | Step 1: Quality First Teaching | Step 2: Interventions | Step 3: Discussion with Parents followed by referral to SIFT (submit referral form to Emma/Amy) | Step 4: 6 week implementation of SIFT recommendations & review at SEN Clinic | Step 5: Meet with CT, SENCO, Parents |
| | Reasonable adjustments made for the child(ren)'s needs, impact reviewed after 6 weeks (some ideas below, but other ideas can be implemented) | Whole School Provision Map - impact reviewed after 6 weeks (Book into SEN Clinic to discuss if unsure) | Discussion with Parents followed by referral to SIFT (submit referral form to Emma/Amy) | 6 week implementation of SIFT recommendations & review at SEN Clinic During this period Class Teacher & SENCO can carry out observations/checklists to gather more evidence: | Meet with CT, SENCO, Parents ADD TO SEN REGISTER |
| Communication with parents | Face-to-face or over the phone: Make parents aware of initial concerns by speaking to them informally "I just wanted to let you know that we have noticed (NAME) is struggling a little bit with XXX therefore we have put in place XXX to support them". LOG RECORD OF CONVERSATION ON CPOMS | Face-to-face or over the phone: Make parents aware that concerns are still there by speaking to them informally. "(NAME) is finding XXX difficult and therefore they are getting some additional support via XXX group..." LOG RECORD OF CONVERSATION ON CPOMS | Face-to-face or over the phone: Make parents aware that you are going to seek advice from the SENCO for other support and strategies that could be implemented "(NAME) is still finding XXX difficult and therefore I am going to seek further advice/support from our school SENCO" LOG RECORD OF CONVERSATION ON CPOMS | Face-to-face, over the phone or via email (NOT DOJO): Keep parents informally updated on the progress their child is making. (Speak to Emma/Amy of how to word this if unsure) LOG RECORD OF CONVERSATION ON CPOMS | Face-to-face or over the phone: Class Teacher to request a meeting with parents and SENCO to discuss the next steps for their child. LOG RECORD OF CONVERSATION ON CPOMS |
| Cognition and Learning (CL) | <ul style="list-style-type: none"> Differentiated planning, delivery, activities – plan for stage not age Pre-teaching Visuals, mind maps, diagrams, practical equipment Scaffold writing task Moving and doing, rather than sitting Now/Next or Task Board Word banks/Sentence starters Longer processing time Chunk and repeat instructions Buddy with more confident peer Agree a private signal/card for pupils to communicate if they have not understood Talking tin/voice recorder Use alternatives to writing: posters, oral presentation, mind maps, drama, matching labels to diagrams, sorting statements or pictures, scribe Use cloze procedure (child fills in missing sounds or words within words/text) | <ul style="list-style-type: none"> Targeted focus groups Phonics Phased Groups Daily Reading Five Minute Box Mathletics Club (need dependent) | <p>Steps 1 & 2 have been carried out for at least 6 weeks but concerns are still there:</p> <ol style="list-style-type: none"> Discuss concerns with parents in an informal chat between Class Teacher and Parent(s) Refer to SIFT (complete SIFT referral form and email to SENCO) Book in a review meeting at SEN Clinic after suggested support from SIFT has been implemented for at least 6 weeks | <ul style="list-style-type: none"> Neurodiversity Checklist Nessey Dyslexia Questionnaire | <p>Consider Referral to external agencies e.g. LIFT, Educational Psychologist (EP), Speech and Language Therapy (SALT)</p> <p>Consider the need for a Personalised Plan</p> <p>Monitor and review every 6-8 weeks as part of the Assess, Plan, Do, Review cycle</p> |
| Communication and Interaction (CI) | <ul style="list-style-type: none"> Visual timetable Simplified/modified language Repeat instructions back in the order that you want them to be carried out My turn, your turn Increased visuals & modelling Use visuals alongside any written/verbal instructions Word banks (using Widget Online) Structured routine (social story if there are changes) Pre-teach topic vocabulary Carefully planned seating position to support attention and listening | <ul style="list-style-type: none"> Lego Therapy Social Skills Group Speech and Language Link (parent resources to be shared) <p>(or some SEMH interventions may also be appropriate, see below)</p> | | <ul style="list-style-type: none"> Communication and Interaction Scales ICAN Chart (for speech and language concerns) Language for Learning Checklist | |
| Social, Emotional and Mental Health (SEMH) | <ul style="list-style-type: none"> Rewards (Dojo or individual) Worry monster Circle time Peer support (buddy) Emotional check-in (FEL) Jobs & responsibilities Whole school/class rules Frequent 'brain breaks' Say what you want the child to do, not what you don't want them to do Teach specific behavioural expectations e.g. how to ask for help Use the 'catch me' approach - catch the children being good and reward/praise this Social stories (individual or whole class) Communicate routine changes in advance 'I need a break' card | <p>The Hive:</p> <ul style="list-style-type: none"> Emotional Literacy Social Skills Play Therapy Art Therapy Reading Dog Time to Talk | | <ul style="list-style-type: none"> Emotional and Behavioural Development Scales School Stress Survey Emotional Literacy Checklist (Pupil, Parent and Staff) Motivational Assessment Scale | |
| Sensory and Physical (PD) | <ul style="list-style-type: none"> Ear defenders Frequent movement/sensory breaks Wobble cushion Fiddle toy Weighted blanket/jacket Choose resources that don't require manipulation in maths e.g. number line instead of counters Pencil grips/alternative writing equipment Differentiated tasks | <ul style="list-style-type: none"> Sensory Circuit Sensory Diet (sensory activities incorporated into classroom provision) BEAM (Balance Education & Movement) Clever Fingers | <ul style="list-style-type: none"> Sensory Checklist Risk Assessment | | |

Saved: Google Drive - SEND - ALL - SEN Register - Five Step Plan for SEN Concerns

Communication-friendly classroom

1. **The language learning environment**, which could include the following features:

✓ **Space, light and layout**

Are there cosy, comfortable places to talk? Can you see people's faces when they are talking? Can you rearrange the layout of the room to suit different opportunities for talking – as pairs, or in small or large groups?

✓ **Noise levels**

What is the general level of noise like? Are there noisy distractions from inside or out? Are there ways to gain people's attention? Can everyone hear and be heard? Are there times of quietness?

✓ **Using visual support**

Signs, symbols, photographs and sometimes writing are features of many approaches to a communication-friendly classroom. How widely and consistently are they used? Are they used as labels, to support routines, or as timetables? Are parents shown how they work? Is there the right amount and kind of visual support for the age and development of the children or young people?

✓ **Clear and consistent routines**

How does the classroom environment help children to know what to expect and when? How well are visual supports used to help children understand and follow routines?

Some ideas for communication-friendly classrooms

Here are some simple things you could try...

- Have a comfortable space in your classroom or around school for quiet times to talk
- Label areas of your classroom or whole school with photographs, pictures or symbols; develop interactive displays to support communication
- Build in an opportunity for pupils to have structured conversations with you or other adults
- Introduce activities where pupils have structured opportunities to talk with their peers
- Make a poster using visual support for classroom routines
- Try out different room layouts for group work and discussions
- Model and teach students how to use their language for thinking and learning