

Robinsfield Infant School



SEND Policy

Special Educational Needs and Disabilities

Reviewed by: Senior Leadership Team

Date: June 2016

Review due: June 2017

Robinsfield SEND Offer Based on SEND Information Report 2014-2015

"All children and young people are entitled to an education that enables them to make progress so that they can: achieve their best, become confident individuals living fulfilling lives and make a successful transition in to adulthood, whether into employment, further education or training." (Code of practice 6.1)

Governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the schools policy for pupils with SEND. This information is reviewed annually. At Robinsfield infant school we value all members of our school community.

Our approach to learners with SEND

At Robinsfield Infant School we believe in inclusion for all of our pupils and will do our utmost to ensure that all children reach their full potential. Our aim is to provide opportunities for all children to become self-motivated, independent learners who have a positive attitude to their learning. We strive to provide an environment that is safe, happy, positive and nurturing.

We actively monitor teaching and learning, tracking the progress of all learners throughout the year to ensure progress is being made.

How we identify SEND

At different times in their school life, a child or young person may have a special educational need. The code of practice defines SEND as follows:

A child or young person has SEN-D if they have a learning difficulty or disability which calls for special education 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 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

There can be many reasons why pupils may make slow progress. These may include absences, moving from school to school, being in the early stages of learning English, or other barriers to learning that have come about due to events in their family life. These pupils would be identified as being vulnerable rather than having special educational needs. However although not being identified as having SEND they may often require additional support and guidance to break down barriers to learning and ensure they progress.

The four areas of special educational needs that children are now identified with include:

Cognition and learning (including maths, reading, writing and spelling etc)

Communication and interaction (including speech and language difficulties and problems with social interaction)

Physical and sensory (including disabilities such as those affecting mobility, sight and hearing)

Social, mental and emotional health (from time to time, some pupils require extra pastoral support and we make arrangements for them to share their views and worries, including those with SEND)

What we do to support learners with SEND

If a learner is identified as having SEND, we will provide support that is 'additional to' quality first teaching. The support that children receive is documented, monitored and reviewed regularly.

At Robinsfield, additional interventions to meet the needs of pupils with SEND can be found on our website under 'special educational needs information'.

Whilst we utilise a number of successful intervention strategies, we are very open to adopting new strategies to meet the needs of individuals.

The graduated approach

SEND support is a four part cycle (revisited-refined-revisited-refined). This is used to gain a deep understanding of the pupils needs and what support is effective in achieving good outcomes.

Assess- Plan- Do-Review

Assess: Information is gathered and reviewed regularly

Plan: Intervention and SEND support is planned

Do: Support and interventions are carried out

Review: Interventions are consistently regularly and rigorously evaluated for effective impact.

Other professionals and outside agencies

The Robinsfield team are highly skilled in identifying, providing for and monitoring the progress of children with SEND. We also work closely with other specialist professionals to inform our practise and organise direct input where needed. The work with these professionals and outside agencies may also include direct and specific training on areas of SEND with the teaching and support staff teams.

Some of the outside professionals we work with include: speech and language therapy services, educational psychology, occupational therapy,

psychotherapeutic outreach, children and adolescent mental health services, specialist advisory teachers including autism, visual and hearing impairment.

What is an EHC plan?

An EHC plan (which replaces a statement of provision for SEN) details the provision that is needed to meet the special educational needs of the child or young person to secure improved outcomes for him or her across education, health and social care and as he or she gets older, to prepare for adulthood.

An EHC plan will contain:

- the views and aspirations of you and your child
- a full description of his/her special educational needs and any health and social care needs
- established outcomes for your child's progress
- details of the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.
- You and the school can request that the local authority conduct an assessment of your child's needs.

Transition

Transitions into and out of Robinsfield school are carefully planned for and carried out for all children. We are very mindful that transitions are a process and not an event. Vulnerable learners and children with SEND may need additional planning and provision to ensure transitions are calm, nurturing and purposeful. During these processes we work closely with colleagues in other settings.

As with all school policies, our SEND policy sits in a wider context that is outlined in all of Robinsfield's policies.

We very much welcome and value our partnerships with all stakeholders, if you require further clarification on any of the information included in this policy please do not hesitate to contact us at office@robinsfieldinfant.co.uk

Senior leadership team June 2016, to be reviewed June 2017