



Talavera Infant School

SEN & Disability Policy

<i>Reviewed by</i>	<i>Approved on</i>	<i>Review cycle</i>	<i>Next review</i>
Full Governing Body	26 th November 2024	2 years	Autumn 2026

Definition of SEN

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 him or her.

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) 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. *SEN Code of Practice (2015, p 15-16)*

Definition of disability

Many children and young people who have SEN may also 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' *SEN Code of Practice (2015, p16)*

Aim of Policy

Our aim at Talavera Infant School is to provide a broad and balanced curriculum for all children, from Early Years to the end of Key Stage 1.

This includes any child who, at any time, might be in need of special educational provision with regard to their academic, emotional and/or physical abilities. The curriculum should be made fully accessible and relevant, taking into account each child's abilities, behaviour and learning styles. Each child should be helped to achieve his/her full individual potential.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

Role and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2015) guidelines.

The Governing Body is responsible for: the school's general policy and approach to meeting children's Special Educational Needs, for those with Education, Health and Care Plans (EHCPs) and those without. It must set up appropriate staffing and funding arrangements and oversee the school's work. One of the Governing Body should be appointed as a Governor with special responsibility for SEN.

The Head Teacher is responsible for oversight, leadership and management of all aspects of the school's life, including in respect of special educational needs. The Head Teacher's role is essential in determining the strategic development of SEN policy and provision in the school and ensuring consistency and quality of approach.

The SENCo (Special Educational Needs Co-ordinator) is responsible for: ensuring liaison with parents and other professionals in respect of children with special educational needs; advising and supporting other practitioners in the setting; ensuring that appropriate Individual Education Plans are in place; and for ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

Class Teachers are responsible for: the day-to-day management of needs and support staff and accountable for the progress and development of all of the children they teach, including those with Special Educational Needs.

Admission Arrangements

No child will be refused admission to our school on the basis of his or her special educational need, ethnicity or language need. In accordance with the Equalities Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The school will follow its Admission Policy when considering applications for admitting pupils who have special educational needs. We recognise that it is our duty to make 'reasonable adjustments' to avoid disadvantage to any pupil with a disability.

Identification and Assessment

At Talavera Infant School we use a graduated response as outlined in 'The Code of Practice' (2015) to support us with identifying children with SEND. Early identification of children with SEND is a priority and the school will use appropriate screening and assessment tools to provide information, including:

- Evidence obtained by teacher observation/ assessment using the school's assessment schedule
- Their attainment judged against National Curriculum Age Related Expectations or the EYFS profile.
- Standardised screening or diagnostic tools e.g. DEST, Language Link
- Reports or observations
- Records from feeder schools/settings
- Information from parents
- Information from external agencies
- Work sampling and pupil conferencing

At Talavera Infant School we monitor the progress of all children 4 times a year to review their academic progress and we are experienced in using assessment tools to gather information.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a SEN support plan or IEP and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the child has a special educational need because the school is making special educational provision for the child which is additional and different to what is normally available.

Teaching and Learning

High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Talavera Infant School, the quality of teaching is judged to be good.

In meeting the Core Teaching Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

At Talavera Infant School we follow the advice of external agencies and our SENCo on how to adapt the curriculum and the learning environment for children 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.

Review

Every child in the school has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using this information it is possible to see if children are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the Individual Education Plan (IEP) will be reviewed and adjusted. This takes place termly.

Each review of the Individual Education Plan will be informed by the views of the children, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For children with an EHCP, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Partnership with parents

All parents of children at Talavera Infant School are invited to discuss the progress of their child/children on 3 different occasions over the academic and they will receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our high quality teaching, all children will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. All such provision will be recorded, tracked and evaluated on an IEP which will be shared with parents three times per year.

If following this additional teaching progress is not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the child will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of children with an Education and Health Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the child. Information will be made accessible for parents.

Transitions

At Talavera Infant School we work closely with the educational settings used by the children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a child's onward destination by providing information to the next setting.

Staff Training

All Teachers and Learning Support Assistants have had on-going training on meeting the needs of all children. This has included explicit training for managing the needs of children with communication difficulties and who present with Autism Spectrum Conditions.

In addition, many staff have received enhanced and specialist training for supporting Speech and Language development, Emotional Literacy Support, Social Stories and Attention Autism.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Henry Tyndale Special School Outreach, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, Specialist Teacher Advisory Service. The cost of training is covered by the notional SEN funding.

Complaints procedure

The school policy for complaints at Talavera Infant School is used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.