



Southbourne Infant School



SEND Policy

Reviewed Date: September 2023 (To be reviewed annually)

Next Review: September 2024

Relationship to other policies

This policy has links with all other policies, especially the teaching for learning, school positive behaviour and anti-bullying policy, recording and reporting, disability, equality & accessibility commitment, assessment, medicine, freedom of information and data protection.

Who can I contact for further information?

School staff can be contacted in the following ways.

Address: Southbourne Infant School, New Road, Emsworth, Hampshire, PO10 8JX.

Telephone: 01243 372727

Email: office@southbourneinfants.co.uk

Head teacher: Mrs Lucy Whiffin head@southbourneinfants.co.uk

SEND Governor: Mrs Kim Carter Kcarter@southbourneinfants.co.uk

Deputy Head teacher: **Hannah de Jong** deputy@southbourneinfants.co.uk

SENCo: Linda Sherlock lsherlock@southbourneinfants.co.uk

The SENCo is a member of the Leadership Team.

Support and advice for Parents and carers is available on the West Sussex **Local Offer** web site <https://westsussex.local-offer.org>

Alternatively, contact the **SEND Information, Advice and Support Service**.

Address: St James Campus, St James Road, Chichester, West Sussex, PO19 7AH

Helpline: 0330 222 8555

Email: send.ias@westsussex.gov.uk

Compliance

This Policy has been written in consultation with staff, governors, children and parents and complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25: 2015 sec 69. It has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (2013)

SEND Code of Practice 0 – 25 (2015)

Schools SEN Information Report Regulations (2014)

The Children and Families Act (2014)

Introduction

Southbourne Infant School is a mainstream school and we are committed to our vision that **all** children are 'entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or higher education.'

(Code of Practice 2014)

The school is on one level and all doorways are wheelchair accessible. We have a disabled toilet and disabled changing facilities.

We recognise that every child is an individual with different needs. This policy details how staff at Southbourne Infant School work to ensure that a child's special educational needs (SEN) are effectively met through the graduated Approach, a four step; assess, plan, do and review cycle. Staff at Southbourne Infant School will use their best endeavors to ensure children with SEN are able to join in the activities of the school, so far as is reasonably practical and compatible, with the child receiving the learning opportunities their individual needs demand.

We are committed to ...

- meeting the differing needs of all children.
- ensuring that the views of the child are sought and taken into account.
- fostering continued parental involvement to meet the needs of the children
- ensuring that each member of staff recognises and accepts professional responsibility for meeting children's individual needs.
- fully integrate the SEN child into mainstream classroom activities without the learning of other children being disadvantaged.
- following school and LA procedures for identifying, assessing and providing for children with SEN.
- making our best endeavors to ensure progression and continuity both within school and between schools.
- enlisting the co-operation of other appropriate professionals and agencies.
- ensuring that staff who support children with SEN are appropriately trained.
- supporting the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school will have regard to Section 19 of the Children and Families Act 2014 when carrying out its duties toward all children with SEN and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with Parents

The school works closely with parents to support those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents as they hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parents have much to contribute to our support for children with special educational needs and disabilities and are encouraged to play an active and valued role in their children's education. Parents are made aware of the importance of attendance and the consequent impact on their child's progress. Support is offered to improve low attendance through meetings and strategies as appropriate.

In addition to our Open Mornings, Parent Consultation Evenings, Year Group Meetings and Celebration of Work Evenings we have additional meetings to share the progress of children with special needs with their parents. We consult parents about any outside agency intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Children's views of their own needs are sought and they are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes e.g. through their learning passports and target sheets. Children are also encouraged to share important information about home.

The County provides a support and advice service for parents. The school informs parents of children with special educational needs of this facility where appropriate.

Objectives

In order to meet the SEN of the children at Southbourne Infant School we make every effort to;

- Ensure early identification of SEN
- Work in collaboration with the parents/carers of children with SEN so that we can work together to support their child
- Work with the children to establish their views and respond effectively to them
- Develop **Individual Support Plans** in collaboration with the children and their parents/carers
- Provide a graduated response to each individual's SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside children who do not have SEN
- Use a variety of teaching styles, adapt the curriculum and cater for different learning styles to allow children with SEN to access the National Curriculum
- Ensure children make the best possible progress towards the desired outcomes set for them
- Use quality resources to effectively support children with SEN
- Assess and keep records of the progress of children with SEN
- Work with outside agencies that provide specialist support, resources and interventions for children with SEN
- Provide effective, targeted support and training for all staff working with children with SEN

Definitions

The Special Educational Needs and Disability Code of Practice 2014 asserts that a child has special educational needs or disability; (SEND)

- If they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- If they have a significantly greater difficulty in learning than the majority of others of the same age
- If they have 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
- 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 relevant early years providers

The following are **NOT** considered as SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identification of child needs

At Southbourne Infant School, we identify children with SEN as early as possible, through regular contact with our preschool settings and through ongoing assessment throughout year R to 2.

Throughout the school we monitor and track the progress of all children through an ongoing process of assessment, planning, teaching and reviewing. Children may be identified as having an additional need at any stage during their time at Southbourne Infant School.

The identification and assessment of the SEN of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child’s performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The Graduated Approach to SEN support

Assess, Plan, Do, Review

- If a teacher is concerned about an aspect of a child's progress, behaviour or well-being, they will decide what strategies **and adaptations** to use within the normal daily classroom routine and record observations and progress on a Nature of Concern form.
- When a teacher has gathered evidence about a child's learning, progress or attainment they will share their concerns with the SENCo to discuss further strategies or interventions that could be implemented.
- The teacher/SENCo will also invite the parents/carers of the child into school to discuss the concerns.

Intervention and Strategy Plans

All children in the school benefit from Quality First teaching for all and an adopted curriculum. When it is established that a child is not making expected progress, the class teacher will fill in a Nature of Concern form identifying what is working well and barriers to learning. This will be shared with the SENCo to discuss the interventions and strategies to target the child's barriers. SENCo/class teacher may carry out further assessments to find out where the child's difficulties lie. This is additional to that provided as part of the school's usual adapted curriculum. If a child shows persistent social, emotional or behavioural difficulties which are not reduced by the positive behaviour management techniques usually employed in the classroom, then a daily log will be set up to identify triggers, monitor progress and used to help develop effective strategies to overcome these difficulties.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them with the consent of parents/carers. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an adapted programme. Parents/carers will always be consulted and kept informed.

Nature of Intervention

The SENCo and the child's class teacher alongside parents/ carers will decide on the action needed to help the child to progress. This may include...

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to implement the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to outside agencies for advice on strategies or interventions

Managing child's needs on the SEN register

The SEN register is comprised of three bands. The first band the monitor list. Children who are on the monitor list are not on the SEN register but their progress is being monitored by their class teacher and SENCO and if progress is not made through curriculum adaptations they may be moved to the SEN Support list. Children on the SEN support list will be receiving targeted,

intensive additional support and may also have outside agencies involved to support their learning. The third band is children who have an EHCP.

SEN Support

Where progress continues to be less than expected the class teacher, working with the SENCo, will assess the child's needs. Evidence is gathered including the views of the child and their parents /carers alongside class assessments and formative and SEN assessments, where appropriate. The child's response to such assessment can highlight their particular needs so they are more effectively targeted.

Teachers of children requiring SEN support will often benefit from the advice of external agencies who may advise and/or undertake specialist assessments to inform the planning and the measurement of a child's progress, and in some cases provide support or equipment for particular needs.

The triggers for SEN Support will be that, despite receiving targeted support through class based adaptations and interventions, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an Individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction, including social communication, difficulty that impedes the development of social relationships and cause substantial barriers to learning

When school seeks the help of external agencies, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

Learning Passports and Individual Support Plan (ISP)

The learning passport will set out strategies for staff to use to support the child with their learning. The views of the child will also be recorded here. The strategies set out in the passport will be implemented via targeted support in the normal classroom setting and/or through intervention groups out of class. Details of specific barriers to learning and the associated strategies employed to remove these barriers and enable the child to progress will be agreed in collaboration with the parents/carers, class teacher and SENCo. The agreed targets will be recorded on an Individual Support Plan (ISP) which will include information about:

- The child and the areas they have identified as important
- The strengths and skills they have recently achieved
- Targets which detail specific outcomes to be achieved
- An intervention record detailing how the child responds to the support

- Review of progress towards the intended outcomes including parent views
- When the plan is to be reviewed

Request for Statutory Assessment

If the child continues to make very little or no progress, the school, through the Head teacher and SENCo or the parents / carers may request that the LA consider carrying out a statutory assessment of the child's SEN. If the LA agrees, it will collect information from all the people who have been involved with the child. From this the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEN support.

An EHCP

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEN. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. For children starting Year R, an interim review must be held after 6 months.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in Year R. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. Children with physical or medical needs also require a care plan and, if appropriate a moving and handling plan, drawn up by the school and specialist health professionals.

Criteria for exiting the SEN register / record

The progress of all children is recorded and monitored each half term. SENCO attends child progress meeting where the progress of all children is discussed. Children requiring SEN support will have an ISP that is reviewed and updated at least termly. If this monitoring and planning update indicates that the child has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEN register will be considered. This review will be completed in collaboration with the child, parents, teaching and support staff and the school SENCo. If the child no longer requires SEN support, alternative intervention will be made available as required and monitoring of progress and attainment will continue.

Working in partnership with parents / carers

Parents/carers of children with SEN are kept fully informed of the provision that is being made for their children. Parents/carers co-produce their child's learning plan each term and are invited to review progress towards the targets. They are encouraged to support at home as outlined on the plan. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child. The school currently has an award for meeting the criteria in the Educational Partnership Protocol for their excellent work with the parents of children with SEN.

Supporting children at school with medical conditions

Most children will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing a course of medication. Other children have medical conditions that, if not properly managed, could limit their access to education. Such children are regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these children, and others, are not put at risk. If a child has identified medical needs, an individual Health Care Plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk. Parents/carers have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition. Parents, and the child if he/she is mature enough, should give details in conjunction with their child's GP or paediatrician, as appropriate. The school doctor or nurse and specialist voluntary bodies may also be able to provide additional background information for school staff. The School will work closely with the Health Service to ensure children with medical needs and school staff have effective support in school. Where necessary appropriate training will be accessed, e.g. using auto injectors. Some staff may be required to complete intimate care for children. Staff will have these responsibilities specifically detailed in their job descriptions, the child's care plan and relevant risk assessments. They will receive the necessary training and support necessary to fulfil these responsibilities effectively and safely. Arrangements for administering medicines will comply with statutory requirements as detailed in the document 'Supporting children at school with medical conditions' 2017 and in compliance with Section 100 of the Children & Families Act 2014. These arrangements can be found in the Policies on Medicines in School (October 2017).

Arrangements for monitoring and evaluation

Children's progress is assessed and monitored by class teachers, the Senior Leadership Team and the SENCo. Teachers are required to provide an intervention timetable detailing what intervention children are receiving, who is involved, when and where it takes place. Alongside this the SENCo regularly updates the whole school Provision Map (this details provision for all groups of children across the school). Information is collected using various tools including assessing child progress and standard attainment tests. ISPs are reviewed and new targets set each term. The quality of provision is monitored through a cycle of lesson observations, intervention observations, book scrutiny and pupil conferencing. The progress and attainment of all children in the school is recorded and analysed each term.

Training and resources

Each staff member undergoes a programme of continual professional development. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This includes; Safeguarding, Speech and Language therapy, Dyslexia Awareness, Team Teach – positive handling training to manage and de-escalate challenging behaviour, Autism Acceptance, Physio Therapy and Occupational Therapy

Many resources needed to support children with SEN are already available in school. If a child requires a specific resource or piece of equipment that is not currently available this can be acquired by the SENCo using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a child with an EHCP or statement, the county SEN Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

Entitlements and responsibilities

Children have an entitlement to:

- High quality learning experiences which address their specific needs to ensure they have the opportunity to reach their potential.
- Resources designed to enable access to the curriculum
- Appropriate intervention to narrow gaps in their skills and understanding
- A positive and consistent approach
- Regular opportunity to express their views and participate in the decisions being made about them
- Extra-curricular activities, school trips and playtimes – additional staff, adapted resources and /or specific strategies used as appropriate

Children have a responsibility to:

- Join in with school activities and expectations as often as they are able to
- Work to achieve their best
- Support and encourage each other

The Governing Body has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEN

The Governing Body has a responsibility to:

- Monitor the impact of SEND provision in raising standards within the school, ensuring that with the Head Teacher, they determine the school's general school policy and approach to provision for children with SEND,
- Establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work
- Appoint an SEND Governor to ensure that proper provision is made for children with SEND and that they are up-to-date and knowledgeable;
- Monitor any necessary special arrangements that are made for children with SEND;
- Ensure the school has a coordinator for SEND
- Monitor the child's entitlement to be fully integrated into the normal activities of the school so far as is reasonably possible
- Take account of the Code of Practice and Equality Act when carrying out its duties toward all children with SEND
- Ensure provision for SEND is an integral part of the school improvement plan;
- Be part of the development and monitoring of the SEND policy

The Head teacher has an entitlement to:

- Receive any current and relevant information required to make decisions in relation to SEND
- Regular reports and updates from the SENCo
- Support from outside agencies

The Head teacher has a responsibility to:

- Ensure that the school meets statutory requirements in relation to SEND provision
- Evaluate the impact of SEN provision on raising standards within the school
- Ensure data is received at the time a child transfers to the school and is passed to the class teacher

The SEN Coordinator has an entitlement to:

- Non-teaching time sufficient to fulfil the responsibilities required of them
- Receive from class teachers any current and relevant information about children with identified concerns or on the SEN register required to provide appropriate guidance and support

The SEN Coordinator has a responsibility to:

- Provide guidance for teachers and TAs as they write, monitor and review personal learning plans each term
- Maintain a register of children requiring SEN support and ensure that the records on children with SEN are up-to-date
- Ensure the statutory requirements of each Statement of SEN/ Education, Health, Care Plan are fully met and reviewed in line with the SEND Code of Practice (2014)
- Oversee the day-to-day operation of the school's SEND policy
- Coordinate provision for children with special educational needs, including keeping the school's provision map up to date
- Liaise with and advise fellow teachers and TAs
- Provide guidance and advice to assist the development and consistent implementation of strategies to effectively manage challenging behaviour
- Oversee the records of all children with special educational needs
- Liaise with parents of children with special educational needs
- Contribute to the in-service training of staff
- Inform parents of proposed referrals and intervention groups involving their child
- Monitor and evaluate the effectiveness of SEN provision through lesson observation, talking with children, work scrutiny and looking at teachers' plans
- Provide and analyse SEN data to inform school evaluation

- Make referrals and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies (including: educational psychology)
- Complete transfer documentation to ensure a smooth transition to new setting.

The SENCo has a responsibility to involve outside agencies where necessary. These professionals include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy Service
- Physiotherapy Service
- Ethnic Minority Achievement Team:
- Traveller Support Service
- English as an Additional Language Advisory Team (EAL)
- Sensory Support Team – visual and hearing difficulties
- Learning and Behaviour Advisory Team (LBAT)
- Integrated Prevention and Earliest Help service – including involvement of Social Services (IPEH)
- Children and Adolescent Mental Health Service (CAMHS)
- School Nursing Service
- Social Services
- Family Support Worker
- Play Therapist
- Informal Family Care
- Early Help, Family Support Network

The Class Teacher has an entitlement to:

- Support, guidance and resources required to provide appropriate learning opportunities for children with SEN
- Guidance when planning and reviewing individual children's Passports for Learning
- Support when working with parents

The Class Teacher has a responsibility to:

- Ensure intervention support for identified SEN children is consistently completed as detailed in the provision map
- Has accessed advice from Ordinarily Available Inclusive Practice (OAIP) document and Tools for Schools website for support with QFT.
- Record and analyse child progress
- Report to parents – child progress, attainment, next steps
- Liaise with the SENCo to ensure effective identification and provision for the changing needs of children with SEN
- Maintain accurate data when a child transfers to the school

- Ensure accurate and relevant child information is available for the next class teacher or school
- Plan, deliver and monitor effective learning activities, differentiated through learning styles, resources, time, outcomes and/or additional adults.
- Contribute toward the development and consistent implementation of strategies to effectively manage challenging behaviour

Storing and managing information

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, e.g. to protect the identity of a child)

Reviewing the policy

The impact of the policy will be reviewed by the Governing body annually with due regard to relevant statutory requirements and current guidelines.

Accessibility and inclusive practice in the school

Southbourne Infant School is committed to equal opportunities under the Equality Act 2010. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our learning community is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some children and staff as appropriate.

Our school is committed to promoting equal treatment of all its children, employees, and any others involved in the school community irrespective of ethnicity, attainment, age, gender, disability or background.

This will be achieved by;

- Providing quality first teaching and learning experiences that build upon the individual strengths of each child while addressing or taking into account any identified learning needs
- Providing effective learning opportunities and resources in an environment that will enable each child to fulfil his/her potential
- Supporting children facing barriers to their learning.
- Encouraging children to develop a sense of self responsibility and responsibility to the school and outside community

- Giving all children an awareness of their own worth, a sense of achievement and enjoyment in their own development
- Providing a caring atmosphere in the school in which stable relationships can be formed
- Encouraging the children to develop a sense of tolerance, justice and respect for others and a respect for the environment in which we live
- Positive behaviour plans for children with social and emotional difficulties
- Equipping children with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole school community, particularly parents
- Providing a personalised curriculum that meets the needs of all children, individuals and groups by setting suitable learning challenges, responding to children's diverse learning needs and overcoming potential barriers to learning and assessment

We secure inclusive education for our children by regularly and consistently evaluating agreed practice and by measuring how effective each element of that practice is. Facilities and resources are also reviewed to ensure all children can access all learning opportunities available at the school.

All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child protection, equal opportunity, racial equality and the gifted and talented.

Admission Arrangements

In compliance with section 69 of the Children and Families Act 2014 and in line with the current Local Authority admissions policy, a place at Southbourne Infant School is available to a child with SEND provided that:

- The parents wish the child to attend the school
- The child's special educational needs can be met by the school
- Resources will be used efficiently
- In the case of a child with a EHCP the Governing Body will be consulted in line with legal requirements

Age Phase Transfer

When a child with SEN moves from one phase of education to another or when they transfer to a new school we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record and social skills group work. The specific content of each plan will be different according to the individual needs of the child. Locality SENCos have created a transfer document to ensure consistency between schools.

Dealing with complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's teacher. If the parents think that the

child should be given more support they should raise their concerns with the SENCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEN.

If they do not think the issues or concerns have been dealt with fairly or efficiently and wish to complain, they can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, parents are still not happy with the way a complaint has been dealt with, they would need to contact the Governing Body which has responsibility to address complaints. The school will provide contact details of the appropriate person who would need to know about the concerns (usually the Chair c/o the school). If support is needed in putting this letter together, the Information and Advice and Support Service would be able to help.

Parents may ask the Local Authority to conduct a statutory assessment of their child at any time. The Authority must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the Local Authority makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the SEN Tribunal.

Bullying

At Southbourne Infant School we believe that all children, whatever their specific needs will be treated equally. We aim to create a stable, happy and caring environment within which everyone can develop self-confidence, self-esteem, tolerance and respect for others. We pride ourselves on being a place where we all have the right to be included without being hindered by the behaviour of any other person or group. We define bullying as deliberate repeated acts taken by one or more child with the clear intention of hurting another child, either physically or emotionally. It can be judged against the STOP criteria;

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE 2013)

Bullying can be carried out face to face, through third parties, or through sending messages or images by e-mail, text or over the Internet.

At Southbourne Infant School, bullying is unacceptable and everyone has a responsibility to enforce this. We do this by ensuring that there is always someone to tell; encouraging staff and children to talk about bullying issues and not keep them secret.

Commonly used SEN Acronyms

ASC

Autistic Spectrum Condition (often known as ASD Autistic Spectrum Disorder) Children who have a diagnosed social communication need and find it difficult to understand and use non-verbal and verbal communication

Social Emotional and Mental Health difficulty

Childs whose emotional and social needs result in high levels of need including behavioural issues presenting a barrier to learning

CAMHS

Child & Adolescent Mental Health Service

CF

Cystic Fibrosis

DCD

Development Co-ordination Difficulty. Can include Dyspraxia

Dyscalculia

Childs having difficulty in acquiring mathematical skills

Dyslexia

Childs having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia

Childs with impairment of gross and fine motor skills

EAL

English as an additional Language

EHCP

Education, Health and Care Plan. The replacement for a statement of special educational needs which details a child's individual needs and the outcome we are working together to fulfil

EMAT

Ethnic Minority Achievement Team

EPS

Educational Psychology Service

EWO

Educational Welfare Officer

HI

Hearing Impaired

HLTA

Higher Level Teaching Assistant

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all childs

Integration

Where a child fits into existing school provision and curriculum

LA

Local Authority

MLD

Moderate Learning Difficulties. Childs whose attainments are significantly below expected levels in most areas of the curriculum

NASEN

National Association for Special Educational Needs

PD

Physical Disability

Portage

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

SALT

Speech and Language Therapist

SEN Code of Practice

Practical guidance to LEAs and the governing bodies of all maintained schools

SEN

Special Educational Needs

SEND

Special Educational Needs and Disability

SENCo

Special Educational Needs Co-ordinator

SEN Support or school support

The single category used to categorise children who have special educational needs and require a curriculum and support that is different from their mainstream peers

SLCN

Speech, Language and Communication Needs. Childs may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statutory Assessment

Multi-disciplinary assessment by the LA of a child's educational need

TA/LSA

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

TES

Traveller Educational Service

VI

Visually Impaired