

# HADLEIGH INFANT & NURSERY SCHOOL



## SEND Policy 2018-2019

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<b>Document authors</b>	<b>Kerrie Strickland</b>
<b>Other contributors</b>	<b>Sam Proctor</b>
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<b>Other related policies</b>	<b>Complaints Policy Equality Policy Behaviour Policy Data Protection Policy Child Protection Policy</b>
<b>Other paperwork attached</b>	<b>Glossary of terms (Page 14)</b>

### Version History Log for this document

<b>Version</b>	<b>Date Published</b>	<b>Details of key changes from previous version</b>
<b>4</b>	November 2018	Additional items added to the roles of stakeholders within the school such as Head Teacher. Additional compliance statutory documents added. Further details around the 4 broad areas of need included. Section on Admissions included.
<b>3</b>	June 2017	
<b>2</b>	Sept 2014	Framework changed
<b>1</b>	2012	

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following documents:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- DfE (2018) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

## **Key Roles within the school**

<b>SENCO:</b>	Kerrie Strickland
<b>Head Teacher:</b>	Sam Proctor
<b>SEN Governor:</b>	John Batch

## **SENCO Contact Details**

Kerrie Strickland

[admin@hadleigh-inf.essex.sch.uk](mailto:admin@hadleigh-inf.essex.sch.uk)

Telephone: 01702 557979

The school's SENCO is a qualified teacher and a member of the Senior Leadership Team

## **Aims**

At Hadleigh Infants and Nursery School we believe every teacher is a teacher of children with special educational needs.

**The aims of our policy are to ensure that -**

- All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum. The right extends to every pupil of the school whether or not they have a Special Educational Need (SEN) as is implicit in the Education Act (2013).
- Staff provide a stimulating and caring environment within which all pupils can learn to their full potential.
- Staff are aware of the importance of National Curriculum and Early Years Foundation Stage (EYFS).
- The school encourages all pupils to become independent, confident and acquire the skills which allow them to take part in full society.
- Promote a fully inclusive environment, offering all children equal opportunities to participate in all activities within the school.
- Value the contribution and achievements of all, highlighting the importance of all pupils experiencing success and thereby raising self-esteem.

## **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with pupils with special educational needs.
- Maintain high expectations by staff for all pupils and emphasising the involvement of all staff in responding to the needs of all pupils.

## **Identifying Special Educational Needs**

Hadleigh Infant and Nursery School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Hadleigh Infants and Nursery School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

### **Definition**

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Under the Equality Act 2010, a disability 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.

There are 4 broad areas of need. These areas of need give an overview of the range of needs that should be planned for:

#### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

#### **4. Sensory and/or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN. These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

#### **The following areas are not SEN, but may impact on progress and attainment**

- Disability (The Code of Practice outlines the “reasonable adjustment” duty for all setting and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a child of a Serviceman/woman
- Joining the school during a pupil’s school career

#### **Roles and responsibilities**

##### **The Governing Body**

- Ensure that school leaders fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Ensure that school leaders identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Ensure that school leaders endeavour to secure the special educational provision called for by a pupil’s SEND.
- Ensure that the school has designated an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.

- Ensure that the school has appointed a designated teacher for looked after children, where appropriate.
- Support school leaders to make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Support school leaders to take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Support school leaders to prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Ensure that school leaders publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Ensure school leaders have procedure and policies in place to support pupils at school with medical conditions.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

### **The Head Teacher**

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.

- Identify any patterns in the identification of SEND within the school and in comparison with national data.

## SENCO

- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and Head Teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a one-page profile of the pupil with SEND.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.



## **Class Teachers**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensure every pupil with SEND has the opportunity to access the full national curriculum. (This may be an adaption if required.)
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include; The Head Teacher, Assistant Head Teachers, SENCO and Learning Mentor.

## **Admissions**

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

## **A Graduated Approach**

Class teachers, supported by the Leadership Team and SENCO make regular assessments of progress for all pupils. The data is discussed at half termly Pupil Progress Meetings. These meetings identify pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 the child and their peers
- Widens the attainment gap.

These children will initially be identified as 'focus pupils' and will receive quality first teaching, including targeted teaching strategies. If after good quality personalised teaching, progress continues to be less than expected, the class teacher, working with the SENCO, should assess whether the child has SEN. The parents and the child will be involved in the process of gathering information to inform this decision.

Teachers are responsible and accountable for the progress of and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Hadleigh Infants and Nursery School, teachers and support staff are observed regularly and given constructive feedback. All staff are part of the Performance Management cycle and have access to continuous professional development.

We use a range of measures to help assess children including – national data and expectations of progress, standardised tests, observations, and the views of other professionals such as specialist teachers, speech and language therapists and educational psychologists.

## **Managing pupils needs on the SEN register**

Children on the SEN register will have a termly One Plan and a meeting will be held with parents to discuss the targets and progress. The children will be asked to give their views and the parents views will be sought at the meeting.

## **Supporting Pupils and Families**

**The Local Authority Local Offer can be found at**

[www.essex.gov.uk/Educationschools/Schools/Special-Education-Needs/Pages/Local-offer.aspx](http://www.essex.gov.uk/Educationschools/Schools/Special-Education-Needs/Pages/Local-offer.aspx)

Hadleigh Infants and Nursery School's SEND information report can be found on the school website, along with a summary booklet for parents and carers. The school holds transition meetings each year when a child moves from class to class and extra transition support is put in place for children who need it. During the Summer Term, each child with SEN in Year 2 has the opportunity to visit the Junior School, in order to become familiar with the building and staff, to ease transition. The Junior School SENCO visits our school to develop an understanding of the needs of all children with SEN in Year 2. Full details including all relevant paperwork are transferred to the Junior School.

Hadleigh Infants and Nursery School has a policy for managing the medical conditions of pupils, and this is to be found on our website.

## **Supporting Children at School with Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please see the school website for the policy for supporting children with medical needs.

## **Monitoring and Evaluation of SEND**

The SENCO, class teacher and Leadership Team (LT) monitor the progress of the children in intervention groups. The intervention groups are regularly monitored by LT, class teachers and SENCO to ensure their delivery is faithful to the programme.

## **Training and Resources**

SEN is funded by the SEN notional budget. Training needs are identified through analysis of data, during pupil progress meetings, or through performance management discussions. All LSAs and TAs take part in regular in-house training, which is delivered by the Head Teacher, subject leaders, SENCO or other professionals.

Staff complete training to maintain and develop the quality of the teaching and provision to respond to the strengths and needs of all pupils.

The SENCO regularly attends both our local Benfleet and Thundersley Inter schools cluster (BATIC) and local authority SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

## **Accessibility**

The school has an accessibility plan which can be requested from the school.

The school has an 'open door' policy and parents are welcome to talk to their child's teacher before or after school, as this is not always possible the class teacher will make an appointment to meet with you at the earliest opportunity. Alternatively parents can telephone or email the school.

## **Bullying**

The positive behaviour management policy can be found on the school website. The children learn about ways to keep themselves safe, including e-safety as part of their personal, social and emotional learning in school. The school also runs intervention groups to help pupils manage their behaviours and emotions.

## **Complaints**

If you have a complaint/concern about the actions of the school or a member of staff, you should follow the procedures set out in the school's Complaints Policy. A copy of this policy can be found on the school's website. Alternatively, a paper copy of the Complaints Policy can be accessed at the school's main office.

## **Glossary of Terms**

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
EHCP/EHC plan	Education, Health and Care Plan
SALT	Speech and Language Therapist/Therapy
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENCo	Special Educational Needs Co-ordinator
TAC	Team around the child
LSA	Learning Support Assistant
TA	Teaching Assistant