

HADLEIGH INFANT & NURSERY SCHOOL



SEND Policy 2017-2019

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Other related policies	Complaints Policy Equality Policy Behaviour Policy
Other paperwork attached	Glossary of terms

Version History Log for this document

Version	Date Published	Details of key changes from previous version
4	June 2017	
3		
2	Sept 2014	Framework changed
1	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:

- Equality Act (2010): advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 framework and EYFS
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- The policy was created by the school SENCO with the SEN governor in liaison with the Leadership Team.

SENCO Contact Details

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SENCO is a member of the Leadership Team

Aim

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

The aims of our policy are

- 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).
- Provide a stimulating and caring environment within which all pupils can learn to their full potential.
- Stress the importance of National Curriculum and Early Years Foundation Stage (EYFS).
- Encourage 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

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
2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

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.

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

A Graduated Approach

Class teachers, supported by the Leadership Team 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 individual provision map 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

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 Headteacher, 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.

Roles and Responsibilities

The Governor with responsibility for SEND attends governors meetings and also meets with the SENCO regularly to discuss SEND developments throughout the school.

The name of the designated teacher with specific safeguarding responsibility is Mr S Proctor (Headteacher). The Headteacher is responsible for managing Pupil Premium/Plus Grant funding.

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.

Dealing with Complaints

The complaints procedure can be found on the school website.

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