

North Baddesley Infant School

Policy for Special Educational Needs & Disability (SEND)

This policy will be formally adopted at the full governing body meeting on
This policy will be reviewed by the governing body on an annual basis

Our Special Educational Needs Co-ordinator (SENCo) is Katie James

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Date of next review: April 2023



At North Baddesley Infant School our aim is to ensure all children are inspired to become lifelong learners, regardless of their individual barriers and different starting points. Working closely in partnership with families, we strive for all our children to grow in independence, resilience and participate fully in school life and the wider community. We endeavour to provide a nurturing learning environment which recognises every child's strengths and needs, but also challenges every child to be the best they can be.

Aims

To comply with the SEND Code of Practice: 0 to 25 years (January 2015), North Baddesley Infant School aims to:

- Support all children to achieve their full potential and ensure they can access the full range of experiences offered.
- Adopt a whole school approach to provision of support which ensures all staff are aware of and responsible for supporting children with SEND.
- Identify children with SEND as early as possible and raise expectations by removing barriers to learning.
- Inform and involve parents/carers, working in partnership with them and taking account of their views.
- Ensure quality first teaching is used as the most effective way to close the gap through differentiated and inclusive teaching.
- Give every child the opportunity to evaluate their learning and be involved in setting their next steps.
- Assess, plan, implement and review all interventions termly.
- Work in partnership with other agencies.
- Provide training and support for all staff.
- Review and update our policy and improvement plans on a regular basis.

Objectives

With the child and parents/carers at the centre, to ensure a clear process for identifying and delivering individualised support for our children with SEND, enabling them to develop confidence and belief in their own ability.

To develop effective whole school provision management of support for children with special educational needs and disabilities.

To deliver training and support for all staff working with children with SEND in order to develop our practice within the guidance set out in the SEND Code of Practice: 0 to 25 years (January 2015).

Definition of SEN and Disability

At North Baddesley Infant School, we use the definition for SEN and for disability from the SEND Code of Practice: 0 to 25 (January 2015). This states:

Special educational needs (SEN): *A child or young person has special educational needs 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 or disability if he or she:*

- *Has a **significantly greater difficulty in learning than a majority of others of the same age.***
- *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.***

*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may 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.**’*

Identification of needs

At North Baddesley Infant School, we understand the importance of early identification and making effective provision to improve the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, rather than to fit the child into a category.

The SEND Code of Practice refers to four broad areas of need, which must be planned for:

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, understanding 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 speech, language or social communication skills at different times of their lives.

Children and young people with Autism Spectrum Disorder, 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.

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) or 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 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.

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-harm, 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 children.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

The decision process in making special educational provision at NBIS

We work closely with our preschools, nurseries or previous schools to identify any special educational needs children may have prior to them joining us.

Once children are in our school, we continually monitor, assess and observe their progress against the national curriculum and the Early Years Foundation Stage profile. Teachers have termly pupil progress meetings with the leadership team and SENCo to identify those children making less than expected progress, given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Our class teachers are skilled at adapting resources and activities to enable all children, regardless of their need, to have full access to a rich, exciting curriculum.

We believe working in partnership with parents/carers is extremely important and we value their extensive knowledge of their child. Sharing information and observations from home and school helps us to understand the child's needs and provide them with appropriate provision to enable them to be successful. In consultation with the parents/carers, when further support is required, the child is provided with additional targeted small group or individual early intervention experiences.

If these early intervention experiences do not result in the child making the expected progress, it may be necessary to provide support which is "different from or additional to that normally available to children of the same age." (Code of Practice 2015). Under the Code of Practice, these children require 'SEN Support' and will be placed on the SEN register, following a discussion with the child's parents/carers. Class teachers remain responsible and accountable for the progress of these children, including when additional support is delivered by teaching assistants.

Where the child has a higher level of need, and with parental permission, the school may need to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Primary Behaviour Support (PBS)
- School nurse/Paediatric health team
- Occupational therapist
- Outreach support
- Social services

North Baddesley Infant School recognises that some children may also have needs which impact on their progress and attainment that are **not SEN**. These include:

- Disability (Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – this 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 Looked After Child
- Being a child of a serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

SEN support

A child is only placed on the SEN register after a detailed analysis of their needs which includes information relating to progress, attainment and behaviour in school, as well as the views of the child, their parents/carers and any outside agencies involved.

The child then begins the cycle of *Assess, Plan, Do and Review*, with the child at the centre of the process. The child will be given a Learning Passport and SMART (**Specific, Measurable, Achievable, Realistic, Time-bound**) targets will be set to help them to bridge the gap in their development or learning. The passport document will include: the child's strengths, barriers to learning, background information that may support transition, information about how the child learns and the provision they receive in school. This is a working document which is updated termly and used to monitor closely how the child responds to interventions.



The four-part cycle

Assess: We regularly assess all children's needs so that each child's progress and development are carefully tracked compared to their peers' and national expectations. We listen to the views and experiences of parents/carers and the child. In some cases, if the child is not making progress, we will draw on assessments and guidance from other education professionals, e.g. Educational Psychologists (EP), Health and Social Services.

Plan: Where SEN support is required, the teacher and SENCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the child, as well as the expected impact on progress and outcomes, together with a date when this will be reviewed. The Learning Passport and targets for the child will be shared with them, using child friendly language, and with parents/carers at a parents' evening. All staff who work with the child will be made aware of the targets.

Do: The class teacher is responsible for working with the child on a daily basis. They will also liaise closely with teaching assistants or specialists who may provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice to the teacher.

Review: The teacher, parents/carers and child will review the plan, including the impact of the support and interventions, each term. This will inform the planning of next steps for a further period or, when no longer needed, the removal of the child from SEN support.

This four part cycle is known as the graduated approach; earlier decisions and actions are revisited, refined and revised, with a growing understanding of the child's needs and what supports the child in making good progress. It draws on approaches that are more detailed and with specialist expertise in successive cycles.

Removing children from the SEN register

When a child is meeting age related expectations and is consistently achieving their targets, they will be removed from the SEN register and closely monitored by the school to ensure good progress is maintained.

Educational Health Care Plans

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided by SEN support from the school's own resources. For these children, a

request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs, as well as their special educational needs.

"Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education Health and Care needs assessment." (6.63 CoP, 2015)

Monitoring SEND provision

The school closely monitors the progress of each child in a number of ways. Termly pupil progress meetings between the Headteacher, SENCo, class teacher and teaching assistants provide the opportunity to discuss barriers in learning and how these are being addressed.

Further monitoring includes work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups and individuals. The Headteacher and SENCo regularly report on children's progress to the Governing Body. The SENCo and Inclusion Governor meet termly to monitor trends in progress, discuss the SEND action plan and the impact the interventions are having on attainment. Subject leaders and the SENCo use pupil conferencing to provide a further insight into the views and feelings of the children we support.

Supporting children and families

Hampshire County Council's Local Offer can be contacted at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

North Baddesley Infant school's SEN information report is available on our website or via the link below:

<http://www.northbaddesley-inf.co.uk/>

As a school, we operate an open door policy for parents/carers seeking support and advice. The relationship with parents/carers is vital in ensuring that every child reaches their full potential and we seek the views of parents/carers at every stage. When appropriate, parents/carers will be signposted to appropriate agencies, e.g. Parent Partnership Services.

Starting school

We have strong links with our nursery and other preschools in North Baddesley and during the summer term the SENCo is available to visit preschools to discuss the transition needs of children with SEND. Extra visits can be arranged, if necessary, and meetings with the child's new class teacher and SENCo can be organised to make this transition as smooth as possible for the child and parents/carers.

Transition to junior school

To allow for a smooth transition to junior school, the SENCo liaises with the SENCo at the junior school to ensure effective arrangements are in place to support children at this time. Extra visits and meetings are arranged if deemed necessary during the summer term.

Supporting children with medical conditions

The school has a policy for supporting medical needs which is available on the school website. Our staff have regular updates and training, including from the school nurse, on conditions and medication affecting individual children. Consequently, we are able to manage medical situations effectively.

Accessibility

The school site is wheelchair accessible and has an accessible toilet. The school is spread over two levels and on the ground level there are ramps at specified fire exits.

A disabled parking space is available in the school car park.

For more information, please refer to the accessibility plan on our website.

Policy development

This policy was created in consultation with stakeholders, including the SEN Governor, staff and representative parents.

The SENCo is responsible for the operation of the SEND policy and co-ordination of specific provisions made to support individual children with SEND, including those with an EHC Plan. The SENCo is a member of the senior leadership team and has completed her NASENCo accreditation.

The SEN Governor is responsible for monitoring policy implementation and liaising between the SENCo and the Governing Body.

Complaints

Parents/carers are able to make a complaint by contacting the SENCo in the first instance who will endeavour to answer any queries. If this fails to resolve the issue, a parent/carer can submit a formal complaint to the Headteacher. Our Complaints Procedure which sets out the steps for making a complaint in more detail is available from the school office and on our website.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.