



Heatherside Infant School – Special Educational Needs and Disability (SEND) Policy

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Statutory	SEND Team & Headteacher	21.11.2019	Annual	Autumn 2020

What do we mean by Special Educational Needs?

The legal definition of Special Educational Needs is defined in the 1996 Education Act as follows:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

“A child has a learning difficulty if a child or young person:

- has significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school;
- is under school age and falls within the definition above or would do so if special educational provision was not made for the child
- requires educational provision that is in addition to or different from the majority of children and young people. (SEND Code of Practice September 2014)

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.”

SEND Code of Practice 2014 (Updated January 2015)

Heatherside Infant School works under guidance and principles set out in the Code of Practice 2014:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

As part of our statutory requirement under the COP we have produced our School Information Report which details many aspects of our provision and procedures and should be viewed in conjunction with this policy.

Areas of Special Educational Needs

Under the new SEND Code of Practice 2014 special educational needs and provision are considered as falling under four broad areas. These are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

At Heatherside we identify children within these categories and provide the necessary provision in order for them to achieve to their highest potential.

Philosophy

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning for children with special educational needs and to ensure they achieve their best and become independent and resilient learners.

This policy covers children with Special Educational Needs and Disabilities and although the policy covers all these not every child with medical or disability needs will have an educational need. There may be instances where the child with the disability may not have an educational need which affects their learning.

Aims

All children including those with special educational needs have the right to make progress and to fulfil their potential through Inclusive Quality First Teaching. In order to do this it is paramount that we identify any barriers to learning early and address them appropriately e.g. through research, specialist advice, assessments and discussion. We want all children to succeed and leave Heatherside Infants with the key skills necessary to have a positive future, having developed the self-confidence and self-belief that they can achieve.

Admissions

The school is fully committed to "The Disability Discrimination Act (2001) in Schools", and will make all reasonable arrangements to provide inclusive education and services for those involved with the school.

Equal Opportunities

At Heatherside Infant School we make the best endeavours to enable children to experience success in every area of the curriculum.

Pupils with SEND are entitled to:

- Be set suitable learning challenges to ensure every child makes at least expected progress in relation to their starting points.
- teachers that will ensure that work is differentiated to meet their needs through Quality First Teaching, planning and ongoing assessment. This will ensure that children are able make progress and narrow the gap with their peers
- Provision to help overcome potential barriers to learning and assessment for individuals and groups of children with specific reference to provision made to meet the needs of pupils with SEND or disabilities

Special facilities / adaptations

See School SEND information report Access plan.

The SENDCO's responsibilities

The Special Educational Needs Co-ordinator/s oversee provision across the school and work in collaboration with all adults, teachers and support assistants.

Responsibilities include;

- Determining the strategic development of the SEND policy and provision with the Headteacher and Governing Body
- Coordinating all the support for children with special educational needs & disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - ❖ involved in supporting children's learning
 - ❖ kept informed about the support a child is getting
 - ❖ involved in reviewing how they are doing
 - ❖ part of planning ahead
- Liaising with all the other people who may come into school to help support a child's learning e.g. Speech and Language, Therapy, Educational Psychology
- Updating the school's SEND register (a system for ensuring all the SEND of pupils in this school are known) and making sure that there are records of a child's progress and needs.

- To provide specialist support for teachers and support staff in the school so they can help children achieve the best possible progress in school.
- Working with class teachers to ensure that provision is matched to the needs of the children
- Helping staff to establish individual education plans (IEPs)
- Keeping the Headteacher and Governing Body informed of developments as and when necessary and at least annually
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Organising training for staff on training days and during directed time as required
- Co-ordinating the deployment of SNAs supporting pupils with SEND
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned

All class teachers have a responsibility to ensure that the SEND policy is put into practice.

Class/subject teachers' responsibilities include:

- Working with the SENDCO and parents in collecting and recording information about the pupil in determining the action to be taken
- Planning and delivering appropriate IEPs and interventions
- Seeking and valuing the contribution of parents in their child's learning and identifying the best way of involving parents in working with the school
- Checking on the progress of the children and identifying, planning and delivering any additional help a child may need (this could be targeted work, pre teaching, additional support) and informing the SENDCO as necessary.
- Using Individual Education Plans (IEP) when planning lessons.
- Ensuring that all staff working with in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The responsibilities of the Governing Body

The Governing Body of Heatherside Infant School is closely involved in the Special Education Needs provision and ensures that

- Access to the policy is readily available to all staff including supply staff
- The policy is clearly articulated and consistently applied
- That SEND records are maintained by all staff and kept up to date

- The Governor with responsibility for SEND will receive details regarding the success of the SEND policy and any changes and will report regularly to full Governing Body meetings

Allocation of Special Educational Needs resources

Heatherside Infant School prides itself on early identification of children needing extra support to access the curriculum. This may include:

Small group with teacher/LSA/SNA
 Withdrawal groups
 1:1 working with a teacher or assistant.
 Targeted Differentiation
 Additional homework or pre-teaching.

Allocation of finances is made from the school devolved capital budget and is allocated within the school's rigorous financial planning and monitoring to ensure funds are allocated on a priority basis.

Identification and Assessment of special educational needs

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. Heatherside will assess each pupil's current skills and levels of attainment on entry.

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they will be given extra support.

If teachers suspect a child has Special Educational Needs they will informally collect evidence including the views of the pupil and their parents and then meet with the SENDCO.

The class teacher and SENDCO will work together to assess whether the child has significant learning difficulties. Where this is the case appropriate support will be put in place.

Early Intervention

If the Class Teacher has concerns over a child's progress, they will plan additional support within the classroom. This will be small group or one to one intervention. Those children who are identified as having Early Intervention support will have their progress is closely tracked, monitored and reviewed. Early Intervention programs are planned for by the class teacher and shared with the SENDCO.

Within the Code of Practice 2014 levels of need are grouped into the following levels:

Current teacher pool/policies

School Support

If a child is assessed as requiring a curriculum different from and in addition to the curriculum provided for all children they will be placed on the SEND Register and an Individual Education Plan (IEP) will be created in partnership with parents and the child. Within the IEP there will be long term goals and targeted steps for improvement in the key areas of need for the child. IEP's will be reviewed at least termly and new targets set and agreed.

Children's progress will be closely monitored and tracked to ensure provision meets the needs of the child so that they make at least expected progress from their starting point.

Statutory Assessment/ Referral for an Education Healthcare Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC plan will be taken at a progress review with all professionals involved with the child.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- ☐ Parents
- ☐ Teachers
- ☐ SENDCO
- ☐ Social Care
- ☐ Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by the LA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Early Years

Heatherside Infant School maintains close links with all its' feeder pre-schools. The Early Years Co-ordinator visits many of these prior to the children entering school. At this point, information is passed to the school regarding pupils' strengths and weaknesses, along with any Special Needs information. It is important that both teachers and parents of children in Year R voice any concerns at an early stage so that the SENDCO is made aware and can act accordingly.

Identification, Assessment and Review arrangements

The Early Years Foundation Stage Profile is compiled during the Reception year. At the end of this time, permission is sought from parents of children who are experiencing difficulties with early literacy skills to be given a **Dyslexia Early Screening Test, (DEST)**. Outcomes and next steps are discussed with parents.

Identified children take part in literacy programmes at the beginning of Year 1. These programmes are discussed with relevant parents during parent evenings. Should a child require further or continued intervention the class teacher will plan targets to meet the ongoing needs of the child and share with parents during Parent Evenings and the annual report.

Parental Involvement

Parents will:

- Have access to the school's SEND Policy and SEND Information Report
- Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by the Class Teacher
- Be fully involved in decision making, developing IEPs and setting targets by the Class Teacher
- Be supported in understanding the roles of other professionals by the SENDCO
- Be invited to review the progress of their child by the Class Teacher, if necessary, further meetings with parents, school and outside agencies are arranged.
- Further support information is provided through Hampshire County Council
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen/contacts>

Inclusion

All children at Heatherside Infant School will be included into the life of the school, including off-site activities such as school trips using the guidance in the Disability Discrimination Act. We aim for all our children to be fully included in the curriculum, events and activities provided by the school.

External Agencies

In liaison with class teachers, SENDCO may request support from external agencies to assess and provide strategies for children with SEND.

See attached list for personnel available to offer advice on a range of issues relating to Special Educational Needs to both the school and parents.

Other School links and transitions

Parent partnership links are well established in Heatherside Infant School. In addition, there is contact with our feeder pre-schools and Junior Schools. This allows for information to be passed to us before a child starts in Reception Class and when they move onto Junior School. Heatherside Infant School welcomes the views of parents on our Special Educational Needs provision and prides itself on maintaining excellent working relationships with parents which enables the children to progress to the best of their ability. Whenever a child with SEND leaves Heatherside Infant School, all their records are passed on to the next school. This includes details of their progress and successes as well as their difficulties and level of support received. In the case of local Junior Schools visits and discussions take place in the Summer term before transfer. If the need arises, liaison continues into the Autumn term to enable pupils to settle in.

Appendix1

Special Educational Needs & Disability

Support Services

The Headteacher is responsible for liaison with

- School Nurse termly or as required
- School Doctor as required

The SENDCO is responsible for liaison with

- Educational Psychologist as required
- Occupational therapist
- Speech and Language Therapist as required
- Specialist Teacher Advisors as required

- Hearing impairment
- Visual impairment
- Physical impairment
- Behaviour Support teams

- Junior School SENDCOs in Summer and Autumn terms

These personnel can provide advice to the SENDCO, Headteacher, staff and parents on a wide range of issues as well as individual assessments and specialist programmes for the children.

Parents can independently request advice and support from the Support4SEND by contacting the Fleet Local Education Office.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>