

# **Ocker Hill Infant and Nursery School**

## **Special Educational Needs and Disabilities Policy**

### **Introduction**

**Name of School: Ocker Hill Infant and Nursery School**

**Date of Policy: December 2018**

**Co-ordinator: Rebecca Strange**

**Policy Consultation: Curriculum**

**Review Date: December 2019**

This policy has been written in line with Part 3 of the Children and Families Act 2014 and its associated regulations including: The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014 and the Order Setting out Transitional arrangements. It meets the requirements of the 2014 Special Educational Needs and Disability Code of Practice 0 to 25 years.

We believe that all teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's area of weakness, then the pupil may be identified as having special educational needs. 'Pupils will be identified as having a special educational need if they have a learning difficulty that is significantly greater in learning than the majority of others of the same age. A pupil may also be identified as having a special educational need if they have a disability which prevents or hinders them from making use of the facilities generally provided for others of the same age.' (Code of Practice 2014)

### **Guiding Principle**

We believe that all children are entitled to an education that enables them to make progress so that they can achieve their best, become confident

individuals living fulfilling lives and make a successful transition into adulthood.

Ocker Hill Infant and Nursery School is a fully inclusive school which believes that every child will become well rounded individuals and life-long learners. Provision is made for children with all needs and the school has successfully supported students with a range of special educational needs. These needs may include:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Autistic Spectrum Disorder
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs
- Visual and Hearing Impairments

### **Identification**

- If a pupil is not making expected, or better than expected, progress in spite of receiving quality first teaching, specific interventions will be put in place in order to secure increased rates of progress.
- If a pupil takes part in interventions and does not 'close the gap' with their peers, a meeting shall be called with parents in order to discuss moving pupils onto the SEND register. When this step is taken, short term and long term improvement targets will be discussed and how school will provide the support to achieve those targets.
- If this additional intervention does not 'close the gap', outside agency support will be sought in order to assess the pupil's needs, set action plans and to work with/train staff.
- If on review, there are still concerns about progress, an Assessment Meeting will be called with all parties involved with the pupil. This meeting will take place in the event of SEND provision from within school being insufficient to ensure that the child makes progress; the pupil's needs are complex or becoming more complex, there are continuing concerns over the pupil's progress or the parents request an Education, Health and Care plan. All parties will have the opportunity to discuss strengths, weaknesses and next steps in the pupil's journey. A

key decision from this meeting will be to assess whether applying for an Education, Health and Care plan is appropriate.

- If all parties feel that the school can meet the pupil's needs through its Local Offer, a 'Local Offer Plan'/Individual Learning Plan will be drawn up and regularly assessed. If all parties agree that an EHC plan is appropriate, the school will gather evidence and submit a request for assessment within 6 weeks. This request will then be assessed by the local authority and will give a response within 20 weeks.
- When a pupil has an EHC plan, it will be reviewed annually at a meeting to decide whether the plan is still relevant to the child's needs.

### Assessment

- Initially class teachers will assess pupils on a daily basis through written and oral feedback. This will be rigorously checked by senior managers on a regular basis.
- The Sendco will track all pupils on the SEND register on a half termly basis and will work with class teachers on target setting.
- Teachers will track pupil progress by the way of formative assessment (APP). Progress will be shown through skills acquisition.
- The Sendco will also track the impact of all interventions which feeds into staff training.
- If the gap doesn't close, the Sendco will contact outside agencies to assess the pupil's needs.
- If regularly involved, outside agencies will provide a written progress report on at least an annual basis.
- Parents can discuss pupil progress with the class teacher or Sendco throughout the year through an arranged meeting.
- Parents will also be invited to meet with the class teacher to discuss progress twice a year at Parent's evening and meet with the Sendco to discuss progress.
- If at any point a child needs to join the SEND register, be reviewed or there is a change in circumstances, the Sendco or class teacher will inform parents immediately.

## **Policies for making provision for pupils with special educational needs and disabilities**

- a) The school evaluates its effectiveness of its provision for pupils by rigorously assessing the following areas:
- Standards of whole class teaching (Senior Leaders/governors)
  - Standards of written/verbal feedback (Senior Leaders/governors)
  - Impact of whole class teaching (Sendco/Assistant Senco/Subject/Phase Leaders/governors)
  - Impact of interventions (Sendco/Inclusion support/SEND Governor)
  - Whole school effectiveness in supporting pupils with SEND (Inclusion support/School Improvement Partner/Ofsted/Parent questionnaires/Pupil Conferences)
- b) The school assesses and reviews progress in the following ways:
- Ongoing, formative assessments from the class teacher on a daily basis
  - Reviews at the end of each intervention conducted by the Sendco/Class Teacher and Teaching Assistant.
  - Meetings with parents/class teachers/teaching assistants to review progress
  - Termly review of individual learning plans and provision maps
  - Annual reviews from outside agencies (if the child is involved with outside agencies)
  - An annual meeting with all parties involved with a child who has an EHC Plan.
- c) The school's approach to teaching children with special needs is a fully inclusive one. All children, regardless of need, take part in whole class teaching sessions with work differentiated to their level. Some children on the SEND register take part in small group and/or one to one interventions which may take place at workstations or in Quiet Areas around the school, rather than the classroom. It is the

school's intention to utilise its resources in order to narrow the gap between pupils with SEND and their non-SEND peers.

- d) Ocker Hill Infants constantly adapts the learning environment and curriculum to suit the needs of all pupils. We consistently use a highly personalised approach to the curriculum which centres upon skills acquisition informed by regular formative assessments. We endeavour to provide a learning environment which is conducive to learning. If adaptations need to be made for a pupil, we will encourage a family pre-visit to view the learning environment and will consult outside agencies in order to fully meet the pupil's needs.
- e) Ocker Hill Infants provides a wide range of additional support for pupils with SEND. We invest heavily in providing additional adult support. The amount of support given is variable, dependant on need. Ocker Hill Infant's support staff are highly trained in providing in class support, verbal and written feedback and high quality interventions. We also regularly purchase a range of resources which support personalised needs.
- f) Ocker Hill Infants provides a range of activities for some pupils with SEN in addition to those available in accordance with the curriculum, such as:
- Nurture Interventions
  - A range of after school sports and curriculum related clubs
  - A range of trips to support learning
  - Therapeutic mentoring
- g) To support the emotional and social development needs of pupils with special educational needs, we employ a number of strategies. We arrange regular sessions with a member of the safeguarding team for children with specific emotional and social needs. We run an intervention called Sulp, which focuses upon using language appropriately in social situations. In addition, assemblies always have a PSHE focus and all pupils take part in whole class PSHE sessions. If in spite of intervention in this area, the pupil still has issues, the school will support parents with liaison with outside agencies.

### **Sendco Contact Details**

- Mrs Rebecca Strange
- Ocker Hill Infant and Nursery School, Gospel Oak Road, Tipton, West Midlands, DY4 0DS
- Tel: 0121 556 1119
- Email: rebecca.strange@ockerhill-inf.sandwell.sch.uk

### **Expertise and training of staff working with children with SEND**

- All staff, both teaching and support staff, are highly trained in using formative assessment techniques to accurately pitch lessons in order to secure rapid rates of progress.
- The school employs 11 members of support staff. All members of support staff have LSP3 qualifications or above. All staff are highly trained in the delivery of high quality interventions. They work regularly alongside outside agencies and school staff to set action plans for children with SEN. The support staff also receive regular training from Inclusion Support on best practice for supporting children across a range of categories of need.
- The Sendco regularly attends training on current practice and liaises with all outside agencies. The Sendco has undertaken the National Sendco qualification with Birmingham University. The Head teacher conducts appraisal meetings to set personal/curriculum targets with all members of support staff on an annual basis. These targets and performance are regularly reviewed.
- The Sendco will ensure that a SEND Information Report is updated annually and available upon the school website or on request for any parent.
- The Sendco will ensure that the School's Local Offer is available upon the school website.

## **How equipment and facilities to support children with SEND is secured**

- The school provides all relevant equipment and facilities to meet the needs of all children with SEND sometimes with support from the Local Authority.
- The school provides facilities such as disabled toilets, ramps and a range of quiet rooms and workstations to meet personalised provision.
- On occasions where specialist equipment is required, the school liaises with both families and outside agencies to ascertain what equipment is needed. The equipment are then purchased or borrowed from outside agencies.
- All specialist equipment and facilities are funded through the school's budget or Local Authority funding.

## **Arrangements for consulting parents of children with SEND and involving them in their education**

- If the school takes the decision to move a child onto the SEND register, a meeting will be called with parents by the class teacher to discuss the reasons for the move.
- The school will consult families if they believe that the pupil would benefit from outside agency support. If this support is given, all outside agency reports will be shared with parents.
- If the school or parents are concerned with progress after receiving outside agency support, a meeting will be arranged.
- If a child is in receipt of an EHC plan, this will be reviewed annually at a meeting.
- An annual report will be provided for each child and parents will be invited to meet with the Sendco to discuss progress.
- If at any point a parent has a concern, we will arrange a meeting with either the Sendco or class teacher within 3 days.

### **Arrangements for consulting young people with SEND and involving them in their education**

- Every child will set personal targets with the class teacher on a regular basis.
- All children will complete pupil conferences to ensure their views are accounted for.
- All Individual Learning Plan targets will be discussed with children.
- All children will regularly use peer and self-assessment in order to highlight both strengths and areas for improvement.

### **Arrangements made by the governing body relating to the treatment of complaints from parents with SEND**

- If a parent feels that the provision made for their children at the school is inadequate, they should firstly lodge a complaint with the Head teacher, Mrs Heidi Faulkner.
- If parents feel that the Headteacher has been unable to resolve the issue, they are encouraged to lodge a complaint with the governing body through the chair of the governing body, Mrs Davina De-Bear
- If the parents feel that the governing body have been unable to resolve the issue, they are encouraged to contact Sandwell SEN Department on 0121 569 8493 to discuss the situation.

### **How the governing body involves other bodies in meeting the needs of pupils with SEND and in supporting the families of such pupils**

- The Sendco regularly liaises with the school's SEND Governor, Rev. Steve Walters, to discuss the involvement of other bodies and how families are supported. This information is then discussed at full governing body meetings.

- The Sendco provides an annual SEND report for the SEND Governor who shares this with the full governing body.
- The governing body ensure that the Sendco takes responsibility for informing, and discussing with, parents when they feel that either health and social service bodies, local authority support services or voluntary organisations should be involved with their child.
- The Sendco will provide copies of all reports written by outside agencies to parents and will be available to discuss the contents of the report.
- The Sendco will be responsible for contacting necessary outside agencies upon request from parents.

### **Contact details of parent support services**

- Sandwell Inclusion Support: 0845 352 7552
- Sandwell Parent Partnership: 0121 552 0047
- SEND IASS ( Sandwell SEND information and advice services)  
0121 555 1821
- Sandwell Family Information Service: 0121 569 4914

### **Ocker Hill Infant's arrangements for supporting pupils with SEND in transferring between phases**

- The Sendco will meet with Sendcos from both nurseries/day care/Early Years Inclusion and the Academy/Junior Schools prior to transition.
- All necessary paperwork will be exchanged between Sendcos prior to transition.
- A highly personalised, potentially extended, transition process will be put in place to include visits to the child's new school prior to transition. This will take place with familiar staff and will give the child the opportunity to meet new staff.

- Any new equipment or adaptations to facilities will be made before the child starts school.
- Parents will have the opportunity to meet the Sendco teacher prior to their child starting at the school.
- Any staffing appointments needing to be made to meet the needs of children will be conducted before transition. Parents will be notified of appointments made and will be given the opportunity to meet with their child's new key worker.