

HOLTSMERE END INFANT & NURSERY SCHOOL
Special Educational Needs and Disability ('SEND') Policy
NOVEMBER 2014

Introduction

This policy has been updated in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, July 2014. The principles of the Children and Families Act 2014 underpins this new code of practice. These principles include :

- The participation of children, their parents and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.

At Holtsmere End Infant & Nursery School we follow the Special Educational Needs and Disabilities Code of Practice 2014 which states :

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Code of Practice, July 2014, p.15).

Children have a learning difficulty if they :

- Have a significant barrier to learning which is not dependant on or brought about by external factors.
- Have a disability that prevents or hinders them from making use of educational facilities in the same way as the majority of their peers.

Not all children who are defined as disabled (such as children with asthma or diabetes) will have Special Educational Needs and, therefore, it is important that each child is assessed individually when there are concerns so that appropriate provision is made based on individual needs.

Children may have SEND either throughout or at certain times of their school life and provision may vary accordingly.

Children should not be regarded as having a special educational need solely because their first language spoken at home is different from the language in which they are taught.

Special educational provision is provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

This policy has been developed in consultation with the school teachers and governors. Every teacher works to teach and support every child in their class including those with special educational needs and/or disabilities. The teachers are supported by the SENCO and other professionals as appropriate. The teachers liaise with the SENCO, discussing progress and concerns at least termly.

Aims and Objectives

Our mission statement 'Caring to Learn, Learning to Care' underpins the school's values and approach to special educational needs.

- To create a learning environment that meets the needs of every child.
- To involve parents/carers in discussions and decisions around their child.
- To involve the children in discussion around their individual provision so that they are encouraged to be pro-active learners.
- To ensure that children with SEND are identified early and assessed.
- To ensure suitable provision is made, with reasonable adjustments, so that all children have access to a relevant, broad and balanced curriculum.
- To raise the aspirations and expectations for all pupils with SEN, encouraging children to set goals for their learning.
- To work in close partnership with all stakeholders.

The Curriculum and Equal Opportunities

Children with SEN should be integrated into the class, making reasonable adjustments, with the best possible support provided in accordance with their individual needs.

Identification of Need

We follow a graduated approach to identification and support.

Class teachers are responsible and accountable for the progress of all the pupils in their class including where pupils receive support from teaching assistants or specialist staff. We believe that high quality teaching, differentiated for individual pupils, is the first step in supporting pupils who have, or may have Special Educational Needs.

Early intervention

Our school recognises the value of early intervention and seeks to address SEN as soon as possible. Nursery staff will discuss concerns with parents/carers early on when they feel a child may have SEN and seek the advice of the child's Health Visitor and/or previous early years settings attended before deciding whether further external

advice should be sought. The SENCO will liaise with previous schools when a child with SEN transfers to Holtsmere End.

If there are concerns about individual progress and a child's ability to access the curriculum the School will engage in the four following actions, as set out in the Code of Practice:

1. **Assess:** The class teacher, supported by the SENCO, will carry out an analysis of the pupil's needs based on observations, previous progress and attainment plus behaviour. Parent/carers will be informed and involved in the assessment process and the child's views will be sought. The SENCO may carry out further assessment through tools such as S.N.A.P, Numicon, Letters & Sounds Phase 1, SpLD maths assessment, etc.

When a child's behaviour is causing them difficulty in accessing the curriculum, underlying causes will be investigated and addressed with the pupil and parents/carers.

If it is decided that a child does not meet SEN criteria and need particular intervention, his/her progress will continue to be monitored and reviewed at the next Pupil Progress Meeting.

2. **Plan:** Once it has been decided to provide a pupil with SEN support, parents will be notified and involved in the I.E.P. process or Behaviour Plan. The class teacher, SENCO and parents will work in consultation to support the child by putting in place reasonable adjustments and discuss the expected impact on progress, development or behaviour. A pupil who is receiving such SEN support will have his/her status changed to School Support, code 'K', or code 'E' for pupils who have an Education, Health and Care Plan in place. All staff working with the pupil will be made aware of their needs and the support strategies required. The SENCO will keep a termly provision map of the extra support put in place and monitor impact and progress.
3. **Do:** The class teacher remains responsible for overseeing the intervention with the child on a daily basis, whether they are working with the pupil or over-seeing group support or one to one support for that child by another adult in school. Class teachers will liaise with teaching assistants working with the child to plan and assess the impact of support and interventions, planning how these can be linked to classroom teaching. The SENCO will support the class teacher as required; this may be in the form of further assessment, seeking further advice and/or offering guidance to adults working with child.
4. **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed with the class teacher and SENCO at least termly through IEP/Behaviour Plan meetings and also with the Head

Teacher in Pupil Progress Meetings. Parents/carers and the pupil will be involved in the review process so that their feedback helps to inform next steps to be taken.

Parent/carer's permission will be sought before any further professional advice is requested during any stage of the pupil's SEN intervention.

If, despite taking relevant and purposeful action to identify, assess and meet the needs of a pupil with SEN, the child has not made expected progress, the school, with parents/carers, may consider requesting an Education, Health and Care needs assessment.

Where a pupil's needs are considered 'exceptional' the SENCO will submit an application for 'Exceptional Needs Funding' to be considered at a termly panel.

Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. All members of staff and the governing body have responsibilities towards SEN. The Code of Practise is available to all members of staff and is available in the staff workroom.

The Governing Body

The governors have a responsibility for overseeing the provision for children with SEN in the school. The provision of SEN is reported to governors each term at a specified meeting and is reported to parents in the Governor's Report annually. There is an elected SEN Governor who is responsible for liaising at regular intervals with the SENCO.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Head Teacher will keep the governing body fully informed on SEN issues and communicate closely with the SENCO.

The SENCO

In our school, the principal responsibilities for the SENCO include :

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision
- Liaising with, and advising, teachers and teaching assistants
- Liaising with the Head Teacher and SEN Governor
- Overseeing the records of all children with SEN
- Tracking the impact of the provision made

- Liaising with parents/carers of children with SEN
- Liaising with external agencies
- Monitoring SEN timetables of support
- Contributing to INSET
- Organising SEN resources
- Sign posting parents/carers to available support

Parent Partnership

In line with the code of Practice, parents are encouraged to take part in the discussion and decision making concerning the provision for their child. The SENCO is available to meet with parents/carers by appointment and seeks to do this as quickly as is practically possible.

SEND Admission Arrangements

All schools should admit pupils with already identified SEN as well as providing for pupils not previously identified as having SEN.

Training and Resources

Exceptional Needs Funding (ENF) can be applied for individual pupils if it is felt they meet the criteria. ENF panels meet termly and funding is provided for a key stage only with further submissions required if it is felt that ENF continues to be necessary.

Staff are able to undertake regular specialised training through local outreach bases and centrally at the Hertfordshire Development Centre to update their knowledge and practice. The SENCO will also provide or access whole school training for areas of development. If it is deemed appropriate, the school can and will provide specialised teaching on or off site for children with EHC plans where the plan clearly states for this to be done.

Storing and Managing Information

Confidential files are kept in a locked cupboard in the Workroom. The SENCO is responsible for the keeping and access of all documents linked to SEN.

Accessibility

Please refer to our Special Educational Needs Information on the school website. Communication with parent/carers of disabled children will be agreed to ensure these children are not disadvantaged in any way.

Complaints procedure

In the first instance, parent/carers complaints regarding provision or organisation of SEN are dealt with through the provisions outlined in the whole school Complaints Policy. If there continues to be a disagreement with regard to the SEN provision, the appropriate outside agency should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between parent/carers and the school. Parents/carers have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

Monitoring and Evaluation

Once agreed, teachers should follow this policy's guidelines in order to identify, assess and plan for each individual's needs in order to enable all children to progress. This policy must be reviewed and updated regularly to take account of changes in legal requirements and school changes. The policy should be reviewed with the SENCO, school governors, Head Teacher and teaching staff.

Contacts :

Special Educational Needs Co-Ordinator (SENCO) :

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School Governor responsible for SEN :

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Please also see the School's Special Educational Needs Information the School website for further details.

Glossary

EHC	Education and Health Care (Plan)
ENF	Exceptional Needs Funding
IEP	Individual Education Plan
INSET	In Service Training
SEN	Special Educational Needs
SENCO	Special Needs Co-ordinator
SEND	Special Educational Needs and Disability
SNAP	Special Needs Assessment Profile
SpLD	Specific Learning Difficulties