

# Hatherley Infant School



## Special Educational Needs and Disability (SEND) Policy

Agreed: January 2017  
Review: January 2019

*'Learn and Grow Together'*

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

[admin@hatherley-inf.gloucs.sch.uk](mailto:admin@hatherley-inf.gloucs.sch.uk)

## Introduction

This policy is a statement of the aims, principles and strategies to ensure the effective provision for children with Special Educational Needs and Disabilities (SEND) at Hatherley Infant School.

## Aims

The school aims for all children to 'Be successful learners' providing an inclusive environment where each child is nurtured and supported to reach their full potential.

To fulfil this we will:

1. Provide a secure, stimulating environment where children can learn, grow and develop to their full potential.
2. Ensure that each child is valued and respected.
3. Develop the ability of children to deal responsibly with social, spiritual and moral issues.
4. Encourage pupils to value and respect people from all cultures and communities.
5. Establish open and respectful communication between pupils, teachers, parents and the wider community.

In order to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet their individual needs, overcoming any barriers to learning.
- Are assessed using appropriate assessment tools and guidelines to identify any gaps and provision closes any gaps in attainment.
- Where reasonable adjustments are made to ensure all pupils have equal access to the full curriculum.
- That their social emotional needs and mental health needs are addressed.

## Special Educational Needs and Disability

The changes in the Children and Families Act 2014 affect the way children with special educational needs and/or Disability (SEND) are supported in schools. The new approach places pupils and families at the centre of planning. The key principles of the new legislation are:

1. Pupils and their families should be involved in discussions about the support they require, building effective working partnerships with school.
2. Education, Health and Care plans (EHC plans) will replace Statements of special educational need. The new assessments for additional educational needs will follow the EHC guidelines. Existing statements will remain in force until all children and young people have completed the transition, by 2018.
3. A single school-based category for children who need additional specialist support, identified as SEN Support.
4. All teachers are responsible for the progress of SEND pupils in their class using a Graduated Approach of Assess, Plan, Do and Review, with support and advice from the SENCo (Special Educational Needs Co-ordinator).

## Definition

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age, or

2. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

*(The SEND Code of Practice, 2014.)*

They have a disability as defined under the Equality Act 2010, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The new 'Code of Practice' has four main areas which cover Special Educational Needs or Disability. These areas are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and /or Physical Needs

## **Identification of Children with Special Educational Needs and /or Disability**

Children may be identified as having Special Educational Needs and/or Disability (SEND) using a variety of information including:

1. Liaison with Pre-school group/ nursery/ previous school
2. Child performing below age related expectation
3. Concerns raised by Parent/Carer
4. Through termly Pupil Progress Meetings held between the Teachers/Head teacher/Inclusion Lead
5. Concerns raised by the teacher that social emotional and mental health need is affecting performance and progress
6. Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
7. Health diagnosis through paediatrician/doctor
8. Discussion through Parent/Teacher reviews
9. Using Local Authority guidelines

As a school we measure children's progress against national expectations and age related expectations. The class teacher continually assesses each child and records areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Early Years Foundation Stage through to Year 2, using a variety of different methods to ensure at least expected progress is being made.

Children who are not making expected progress are identified through our termly Pupil Progress Review meetings with the Class teacher and Inclusion Lead. Any barriers to learning and any additional support required to close gaps in attainment or address specific need are identified. Where barriers to learning continue to impact on a child's progress, the child may be placed on the SEND register. Parents are kept informed and are part of any decisions made. Additional needs or barriers to learning are monitored including:

- English as An Additional Language
- Disadvantaged Pupils receiving Pupil Premium
- Attendance and Punctuality
- Being a Looked After Child
- Medical or Physical needs or Disability

The Inclusion Lead will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher is responsible for the progress of all children including pupils with SEND in their class, to ensure that the expected progress is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts and reviewed regularly and during Parent /Teacher reviews and SEN Reviews.

## Addressing Special Educational Needs and or Disability (SEND)

All learning within the class is differentiated so that all children are able to access objectives according to their specific needs.

Teachers are aware that children have different learning styles and incorporate a multisensory approach into their Quality First Teaching, including the use of visuals, demonstrations, practical activities in lessons, interactive elements using ICT where appropriate. The benefit of this type of differentiation is that all children can access a lesson.

The school provides a graduated approach of Plan, Do, Assess and Review to support pupils with SEND. Any additional support and/or interventions which may be provided are closely monitored and reviewed. These are often referred to as waves of intervention.

- **Wave 1:** Quality first teaching through differentiation and the use of additional resources in class including small group support to access a broad balanced and stimulating curriculum. A multisensory approach is used which is matched to children's learning style, ability and need.
- **Wave 2:** Small group support for those pupils who are achieving below age expected levels
- **Wave 3:** Focussed, individualised programmes for pupils working well below age expectation

## Working in Partnership with Families and Pupils

The school uses Parent/Teacher Reviews where an emphasis is placed on a partnership approach between Parents/Carers and school. Individual targets/ outcomes are agreed and Parents/Carers are advised how to support their children using curriculum plans for each year group and individualised My Plan outcomes. This is then reviewed at the following meeting. Levels of attainments and details of any interventions and targets are shared with parents. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, Inclusion Lead, Head teacher to discuss any concerns you have about your child's progress .

Your child may have individual outcomes which are detailed on their My Plan/ My Plan Plus if they have been placed on the SEN register which will be reviewed termly.

If your child has complex SEND they may have a Statement of Special Educational Needs or Disability or an EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written.

## Pupil Voice

We value and celebrate each child expressing their views on all aspects of school life. One of the ways we do this is through the School Council which has an open forum for any pupil issues or viewpoints to be raised. There is also an annual pupil questionnaire where we actively seek the viewpoints of children. If your child has a Statement of SEN or an EHC Plan then their views will be obtained before any meetings and they are encouraged to participate in their Annual Review. Pupils with identified SEND will have individual Pupil Profiles which gather their views about their aspirations, what helps and hinders their learning.

## Support for children's Social Emotional Health and Well-being

Hatherley Infant School is an inclusive school which welcomes and celebrates diversity. All staff appreciate the importance of children having high self-esteem and emotional well-being where every child feels valued and respected.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and should be contacted via the school Office. If further pastoral support is required the class teacher can make a referral to the Family Support Worker. In addition all classes follow the Pink (PSHE and Safeguarding) curriculum to develop pupils Social Emotional and Mental Health.

If a child has social emotional difficulties, a Behaviour Support Plan would be used to identify specific difficulties, effective strategies, specific rewards and sanctions, which will be agreed with Parents/Carers. After any behaviour incident we support children to reflect on their behaviour. This helps to identify why the incident has happened and what the child needs to do differently next time to change and improve their behaviour.

We promote positive friendships through PSHE, Circle Time, Circle of Friends or Helping Hands. Parents can also contact the Family Support Worker to seek additional support for behaviour e.g. establishing routines, and sign-posting to outside agencies.

## **Pupils with physical needs**

We work closely with a range of Health professionals including Physiotherapists, Occupational Therapists, Speech and Language Therapist, School Nurse Service, as well the Advisory Teaching Service. These services offer advice, assessments and staff training as needed.

The school building has an accessible toilet and ramps installed to support access into and around the school building.

Multi-agency meetings are arranged at times which allow parents and carers to attend. We value what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.

Please refer to Medical Conditions policy for additional support for pupils with medical needs.

## **SEND training**

Our Inclusion Lead is fully qualified and accredited with the National Award for Special Needs Co-ordinators.

All staff have regular training which has been identified through the School Development Plan. Teaching Assistants have training on delivering interventions.

## **Governors**

We have a governor who is responsible for SEND/ Inclusion (Joanne Davis) and another governor who is responsible for Safeguarding / Child Protection and Looked After Children (Susanne James).

## **School trips and extra-curricular activities**

All children are included in all parts of the school curriculum including extra-curricular activities and school trips, where reasonable adjustments can be made. A risk assessment is carried out prior to any off site activity to ensure all health & safety considerations are addressed.

## **Transition**

Parents of new children are encouraged to visit the school prior to starting. A home visit and meeting is organised prior to starting in Early Years Foundation Stage to ensure that there is a smooth transition into school. For children with SEND, further visits are encouraged.

Any children who find “change” difficult are prepared for any transition. A range of strategies will be put into place depending on their needs including the use of transition book/plan and additional transition visits.

Many of our ‘feeder’ junior schools run a programme specifically tailored to aid transition. We liaise closely with Junior school staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs and an Education, Health Care Plan, transition will be discussed as part of the annual review.

## Inclusion Lead

The school Inclusion Lead, Kali Rama, works closely with the Senior Leadership Team all staff in school, parents, outside agencies. They have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and or Disability and Additional Needs including English as an Additional Language, Medical, Disadvantaged and More Able pupils. Support is available through:

1. Giving advice on issues related to the above
2. Meeting with Parents/Carers to discuss any concerns they may have about their child’s development or learning difficulties
3. Assessments of individual pupils to identify need
4. Referrals to a range of other professionals such as:
  - The Advisory Teaching Service including Communication and Interaction, Physical Disability Team
  - The Local Authority SEN Caseworker Team
  - Children and Young Peoples Service
  - The National Health Service including the School Nurse, Occupational Therapist, Physiotherapist, Speech and Language Therapist
  - Educational Psychology Service

## Complaints

Regular communication between school and home will ensure that any concerns are promptly addressed. Any concerns should be raised in the first instance with the Inclusion Lead/SENDSCO. Parents who have a complaint about the school’s SEND provision should follow the school’s complaint procedure.

## Who can I contact for further information?

Your main point of contact should always be the class teacher, but you are welcome to speak to the Headteacher, or the Inclusion Lead, by contacting the office and making an appointment. You can also get further information by looking at our Policies.

### Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Safeguarding and Child Protection	▪ Assessment
▪ Pupil Behaviour and Discipline	▪ Disability Equality Scheme and Disability Accessibility Plan for Pupils
▪ Inclusion	▪ Complaints Procedure