

**Hill View Infant School**  
**SEND Policy**  
**SEND Coordinator – Alex Earl**

**Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

Equality Act 2010:Advice for schools (DfE 2013)

SEND Code of Practice 0-25 (DfE 2014)

Children and Families Act 2014

**Safeguarding**

At Hill View Infant School all staff are aware that children with additional needs/SEN may be more vulnerable than their peers due to their learning needs, physical or sensory impairments or emotional or behavioural difficulties. We are committed to empowering children and ensuring their safety and well being throughout their school life in line with current LA and national safeguarding and child protection guidance and legislation.

**Aims**

At Hill View Infant School we aim to embrace the needs of all children and we have a whole school approach to special educational needs and disabilities. We provide effective opportunities for all children by responding to their diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers have a responsibility for the education of children with SEND.

## **Objectives**

- To identify, assess and provide for children who have special educational needs and or disabilities.
- To make reasonable adjustments or those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within a differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted CPD
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide support and advice for all staff working with SEND.

- To ensure all interventions support narrowing/reducing the gap between SEN and non-SEN
- To enable children with SEN to achieve their best, to become confident individuals living fulfilling lives (SEN CoP p81)
- To ensure there is a member of the governing body with specific oversight of the school's arrangements for SEN and disability

### **What are Special Educational Needs or a disability ?**

We use the definition of SEN and for disability from the send Code of Practice 2014 which states:

‘A child has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer’.

### **Identification**

Some children with SEND might have been identified by other professionals and or settings prior to entry to our school and where this is the case there will be close links and a coordinated approach to meeting the needs of the child.

Where a child is failing to make adequate progress over time, or where a teacher has concerns that a child might have a special educational need, they would, with the consent and support of parents/carers, consult the

SENDCO who would then arrange monitoring, observation and assessment as needed and if appropriate will arrange for further testing or referrals to other professionals/agencies.

### **Targeted Support for children with SEND – a graduated approach**

Targeted support in most cases means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. Teachers are responsible and accountable for the progress and development of children in their class including where children access support from other specialised staff. High Quality First teaching is the first step in responding to children who may or may not have SEND. Additional interventions and support cannot compensate for lack of good quality teaching.

### **Action/SEND Support**

#### Assess

In identifying a child as needing SEN support, the practitioner, working with the SENCO and parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that the support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents agreement .

#### Plan

Where it is decided to provide SEN support, and having formally notified parents, outcomes should be agreed with school staff, parents and other professionals

Teachers might deem it necessary to write a Support Plan for that child or group of children detailing needs, expected impact on progress, development or behaviour, resources, costs and timescales (to include clear date for review). A Support Plan would be agreed with parents and the SENCO and reviewed regularly. This might be one to one or

small group support with a TA or a focussed intervention programme relating to Speech and language or emotional/behavioural issues. Any related staff development needs should be identified and addressed. Parents should be actively involved in the planning process and where appropriate in reinforcing the provision or contributing to progress at home.

### Do

The practitioner remains responsible for working with the child on a daily basis. With the support of the SENCO, they should oversee the implementation of the interventions agreed as part of the SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### Review

Effectiveness of support and its impact should be reviewed in line with the agreed timescales. The impact and quality of the support should be evaluated by the practitioner, child's parents and the SENCO.

This cycle of action should be reviewed in increasing detail and with increasing frequency to identify the best way of securing good progress. (SEN Code of Practice 2014)

## **SEND Support/Action Plus**

Where these interventions fail to achieve the desired outcomes and the child continues to have significant or specific difficulties, the advice of other agencies and professionals will be sought and further assessments and interventions planned. Again measurable, achievable targets would be set and a Support Plan put in place for the child and this would be reviewed more formally at least annually in consultation with all professionals and agencies involved. (SEND Support PLUS)

## **Request for Formal Statutory Assessment**

In a very small number of cases a child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENDCO will discuss the parents/carers whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

## **Education, Health and Care Plan**

When the LA agrees that a child should be given an EHC plan they will be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with the parents; the student, the school and professionals involved invited to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the plan.

## **Supporting Children and Families**

Information on all of the services and support the school and the Local Authority can offer is available by accessing the City of Sunderland website as well as on our own school website.

The SENDCO at Hill View Infant School is Miss Alex Earl and she is available to contact either in person or by telephone regarding any general or specific queries regarding any SEND issues.

## **Assessment /Monitoring and evaluating impact of SEND provision**

The school has rigorous assessment, tracking and monitoring systems in place for **all** children and data can be analysed through these systems for specific vulnerable groups. (Valley Road Tracking system and SIMS). For children with SEND, PIVATS/P Scales are also currently used as both a statutory and non statutory assessment.

it is our intention to begin to at revise and update our assessment and recording and reporting systems and procedures in consultation with stakeholders in light of the Rochford Review October 2016 which stated that :

“The group considered whether P scales remain fit for purpose and whether they are the best way of assessing pupils with SEND. It concluded that, given the range of problems and challenges associated with P scales, it would be better to stop using them and develop a new approach to assessment that is more appropriate for the varying needs of pupils working below the standard of national curriculum tests, better aligned with the new national curriculum, and allows for more fluid progression onto wider forms of statutory national assessment” (page 5)

And that

“Following recommendation 4, schools should decide their own approach to making these assessments according to the curriculum they use and the needs of their pupils.” (page 7)

The quality of provision of all children is monitored regularly and carefully. This is done through thorough analysis of data, discussions with staff and seeking and collating the views of parents/carers and children.

This policy will be reviewed at least annually

Date for review - November 2017

Next Review November 2018

