

Alderman Pounder Infant and Nursery School

SEND Policy

This policy incorporates the following former policies:

- SEN
- Inclusion
- Disability

Document Owner: SENCo

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Version: 1.4

Review frequency: Annual

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Summer 2014	Summer 2015	New Policy –LA Template Agreed C&P 23.6.14
1.1	Summer 2015	Summer 2016	No change Agreed C&P 8.6.15
1.2	Summer 2016	Summer 2017	Change in names (S Groves – L Bennett) Agreed C&P 9.6.16
1.3	Summer 2017	Summer 2018	Minor changes (A Barnes)
1.4	Summer 2018	Summer 2019	Name changes Agreed C&P 23.04.18

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and achieve their full potential.

1. Aims and objectives

Aims

This policy builds on the school's core values and ethos. Much of the work that we do to support the needs of all our pupils is outlined in our Policy for Teaching and Learning. In addition, the aims for our SEN pupils in particular are:

- To ensure that *all* pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To promote effective partnership and involve outside agencies when appropriate, ensuring that all partners are aware of their responsibilities.

Objectives

- **Identify the needs of pupils with SEN as early as possible.**

This is most effectively done by gathering information from parents, health and care services and early years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils in order to aid the identification and support of pupils with SEN.**

Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This will be co-ordinated by the SENCo and the headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.**

This includes supporting parents to understand SEN procedures and practices and providing regular updates on their child's progress and attainment.

- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.**

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

This means that targets to support the progress of individual pupils are shared with them in an age appropriate way and that they are given regular opportunities to talk about aspects of school life that they find difficult and things which they enjoy and are helpful to them.

2. Responsibility for the coordination of SEN provision

The SEN team of the school comprises:

SEN Coordinator (SENCO): Alison Barnes
SEN Staff (SEN TA): Lynn Garton
SEN Governor: Clare Goodyear
SEN Administrative Support: Lyn Bennett

We also have a Family SENCo: (Janet Rigby) who works across the whole family of schools (see section 16)

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps and IEPs for individual pupils.

All staff can access:

- The Alderman Pounder SEN Policy;
- A copy of the full SEN Register used for tracking this cohort;
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs, copies of their IEP, targets set and outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

4. Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Adaptations to the curriculum.
- Provision of alternative learning materials/special equipment.
- Group support in targeted intervention groups.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Referral to outside agencies such as Speech and Language Therapists, and LA support services for advice on strategies, equipment or staff training.
- Deployment of extra staff to work with the pupil.

These interventions may be recorded and monitored through the use of Individual Education Plans and /or provision maps.

For more information about our specialist SEN provision, please refer to the School's Local Offer.

6. Facilities for pupils with SEN

Our school complies with all disability access requirements (See Disability Equality Access Scheme)

- The site is wheelchair friendly, with no steps and two disabled toilets.
- All classrooms have low ceilings.
- We have a fully equipped sensory room.

For more information about facilities for pupils with SEN, please refer to the School's Local Offer.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget. This is called **Place Funding**.

The school aims to ensure that all children are supported to achieve their full potential; in most cases, we believe that the deployment of appropriately trained support staff working alongside class teachers is the most effective way to achieve this.

- Place funding enables us to have teaching assistants in classrooms to support those children who may need additional help to access the same curriculum as their peers.
- The school also employs appropriately qualified SEN teaching assistants. Through the process of regular IEP reviews, the needs of children on the SEN register are prioritised and time is allocated to children with additional needs in a variety of ways; through in-class support, through intervention groups (covering a range of difficulties including managing behaviour, social skills, fine motor control and listening skills,) and individual support.
- Planning for intervention groups and individuals happens in consultation with the SENCo, who is also responsible for monitoring the effectiveness of these interventions.

Some pupils with SEND may access additional funding called **Top –Up funding** – Element 3. These are pupils who have *severe and complex* needs, and whose difficulties fit criteria defined by the Local Authority. This additional funding (AFN – Additional Family Needs) comes from a budget which is devolved to our Family of Schools for moderation by the SENCos within the School Family and is managed by the Family SENCo.

For those pupils with the *most complex* needs, additional funding is retained by the local authority (HLN – **High Level Needs**). The School SENCo with the support of the School Family and the Family SENCO will refer individual applications to a Local Authority multi-agency panel, (the High Level Needs Panel), who will determine whether the level and complexity of the child's needs meet the threshold for this funding.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. This is known in school as 'school concern'

- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made but a minimum of once per term for all pupils.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care 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 the 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 EHCP will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources which might include:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to current provision, 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 (as appropriate) about whether or 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.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 804 1740

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, 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.

9. Inclusion of pupils with SEN

The SEN Governor oversees the school's policy for SEN and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub to ensure the safe participation of all pupils in the life of the school.

10. Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The Link Governor will review the success of the policy annually in consultation with the SENCo and the Headteacher and report to the Governing Body.

In evaluating the success of this policy, the school will consider the views of:

- teachers; [through SEN staff meetings and an ongoing process of monitoring by the SENCo]
- parents; [through feedback at IEP review meetings, parent consultation meetings and parent questionnaires]
- pupils. [through child friendly IEPs and the School Council]

The success of the SEN policy will be analysed through careful tracking of data related to educational and Every Child Matters outcomes. Recognition and value will also be given to all forms of achievement including personal development and well-being.

There is a formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, headteacher and SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms etc. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

11. Complaints procedure

If a parent or carer has any concerns regarding the Special Educational Needs of their child, an appointment can be made by them to speak to the SENCO, who will seek to resolve their concern.

The school's complaints procedure is outlined in the school Complaints Policy.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and promote school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Schools and Families Support Services.
- Nottinghamshire Health Care Trust
- Educational psychologists.
- GPs and Community Paediatricians or other medical specialists.
- Speech and language Therapists.
- Occupational Therapists
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.
- Children and Adolescents Mental Health Services
- School's Attendance and Behaviour partnership (South Broxtowe Primary/Secondary SBAP) – All schools in South Broxtowe work together to support our provision for pupils with challenging behaviour.

In addition, important links are in place with the following organisations:

- Local playgroups and early years settings, with the aim of providing continuity between home, pre-school and school
- Specialist Services (Early Communication and Autism Partnership, the Ear Foundation etc.)
- Social Care
- Chilwell Children's Centre (Sure Start)

14. Working in partnerships with parents

Alderman Pounder School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

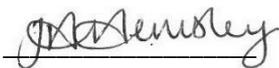
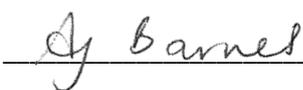
If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Links with other schools

The school is a member of the Alderman White Family of Schools. This comprises the Alderman White Secondary school and all its feeder primaries. This group is part of the White Hills Park Federation. Within the Federation, two Families of schools are represented; our own family of schools and Bramcote Park Family of Schools. We share the same Family SENCo which enables us to make links with a wider network of schools. These schools work together to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Most children transfer to Eskdale Junior School at the end of Year 2. Special provision is made for the transition of SEN pupils, starting in the summer term before they leave, or earlier, if necessary.

Signed	 [J Hemsley]	(Headteacher)
Date	17.04.18	
Signed	 [A Barnes]	(SENCo)
Date	17.04.18	
Signed	 [C Goodyear]	(SEN Governor)
Date	17.04.18	

This policy will be reviewed annually.