

POLICY FOR Special Educational Needs and Disabilities

Cottesbrooke Infant & Nursery School



Definition of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has Special Educational Needs (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 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.

Compliance

This policy is written in line with the requirements of:

The statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Children and Families Act 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 Sept 2014
- Accessibility Plan
- Teachers Standards 2012

The person responsible for overseeing the provision for children with SEND is Fiona Beardsley, a qualified teacher, who is also Deputy Head and a member of the Senior Management Team (SMT).

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The SEND governor is Mrs Fiona Beardsley. She can be contacted via the school office.

Cottesbrooke Infant & Nursery School is a mainstream infant school (3-7) with a part time nursery. We are committed to a graduated approach to our SEN provision. At the core of that provision is the fact that teachers are responsible for ALL children's progress.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- **achieve their best**
- **become confident individuals living fulfilling lives...**

(6.1 SEND Code of practice 2014)

We recognise that each child is unique; therefore, we aim to provide an education which enables each child to fulfil their potential within a context of respect and tolerance for the differing needs and strengths of each individual.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different, from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it.

Aims:

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations of, and expectations for, all pupils with SEND
- To encourage all children to achieve their full potential
- To focus on outcomes for pupils with SEND and not just hours of provision/support
- To seek the views of pupils with SEND
- To form close links with parents/carers
- To reinforce that SEND is a whole school issue and that all teachers are teachers of pupils with SEND

Provision is based on individual needs. We ensure that Cottesbrooke Infant & Nursery School:

- Identifies and provides for pupils who have special educational needs and/or additional needs
- Works within the guidance provided in the SEND Code of Practice, 2014
- Operates a "whole pupil, whole school" approach to the management and provision of support for special educational needs

- Makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Provides a focus on individual outcomes for children
- Empowers children to contribute to their learning process
- Works with parents and supports them in understanding SEND procedures and practices and provides regular feedback on their child's progress
- Provides a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- Provides training, support and advice for all staff working with pupils with SEND
- Contacts outside agencies if required

The four main areas of special educational need are:

- communication and interaction [difficulties with developing language; either understanding what they hear or being able to express themselves]
- cognition and learning [processing or retaining information]
- social, emotional, and mental health [difficulties in managing their emotions and behaviour, difficulties in making positive relationships with other pupils or adults]
- sensory and physical [impairments of hearing, sight, ability to coordinate movements etc.]

There is more information about all of these areas in our SEND Information report for parents, found on our website under *Key Information>SEND*.

The following areas of need are **not** considered to be a special educational need but may impact on progress and attainment;

- **Disability** (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- **Attendance and Punctuality**
- **Health and Welfare**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After Child**
- **Being a child of Serviceman/woman**
- A child where communication of the home is different from the language in which he or she will be taught. Differentiation between SEN and the needs of the **bi-lingual learner** must be carefully made. However, such needs can overlap and it is vital that SEN are not overlooked in children whose first language is not English.

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child.

We recognise that children have a special educational need if they:

- begin Cottesbrooke Infant & Nursery School with a Health Care Plan

- are in the process of being assessed with regard to an Education Health Care Plan , when they begin Cottesbrooke Infant and Nursery School
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by Early Years Development Bands.
- **where these difficulties are not solely due to one of the areas of need, outlined in the paragraph above.**

At Cottesbrooke Infant & Nursery School we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year. We use a graduated approach to support children in school.

Graduated Approach

We provide a graduated approach to SEN Support. Throughout this process, progress is monitored through a cycle of ASSESS, PLAN, DO, REVIEW. The Inclusion Leader meets with a different class teacher every week to discuss the pupils with SEND in his/her class. In this way, every child identified with SEND is discussed on a 10 week cycle, and the asses, plan, do, review process is in active use.

Examples of extra support, which may be used as part of a graduated approach:

- 1:1 Teacher/Teaching assistant targeted support
- Small teaching group for Literacy and Maths skills
- TA in-class support
- Pastoral care support to manage emotions
- Pastoral care support to manage behaviour
- Social skills group
- Emotional support / mentoring
- Beehive –our Nurture Group
- Individual resources, for example individual visual time-tables
- Choice boards, to help children communicate their preferences
- Now/Next boards, to help children follow adult directed learning
- Specialised visual resources to support class topics
- Use of the Sensory Room
- Individual behaviour charts
- Social Stories, to help with difficult parts of the school day
- Fidget toys – low key movement with hands which enables children to focus more closely on the lesson
- Strategy meetings, where all adults involved in the education of a particular child meet to collate experiences and update consistent approaches across a range of educational experiences.

The steps within the graduated approach can be outlined thus:

- **Firstly**, High Quality Teaching (HQT), differentiated for individual pupils who have, or may have, SEN in order to overcome all barriers to learning.
- Regular class based assessments and termly pupil progress meetings to monitor achievement and progress, including those at risk of underachievement
 - Less than expected progress is characterised by:
 - progress that is significantly slower than peers starting from the same baseline
 - progress which fails to match or improve on the child's previous rate of progress
 - failure to close the attainment gap between the child and their peers
- **Secondly**, If HQT is not able to close the gap of attainment, further intervention and strategy will be designed and supported through the Class Teacher and Inclusion Leader working together. This may also involve consultation with the Senior Learning Mentor, Nurture Group staff and Behaviour Co-ordinator.
- **Thirdly**, it may be necessary to consult with outside agencies who can undertake specific assessments in order to give more specialised expertise and guidance. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the child to make better progress.
- These will be shared with parents and all staff involved in teaching the child will be aware of strategies and next steps
- **Fourthly**, a child identified with continuing significant needs may be assessed for an Education, Health and Care Plan (EHCP).

Statutory Assessment, which is the step before the granting of an EHCP, is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need is such that a multi-agency approach to assessing that need and to planning provision and identifying resources is required. The decision to make a request for an Education, Health and Care Plan (EHCP) will be taken at a 'Team around the child' (TAC) progress review meeting. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leader
- Educational support agencies (EP, CAT and PSS)
- Social Care (where appropriate)
- Health Professionals (where appropriate)

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham's Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focussed on outcomes and will be reviewed at least annually.

Further information about EHC plans can be found in the Local offer provided by the Local authority. This can be accessed via the school website or:

www.mycareinbirmingham.org.uk

Additional support for parents can be found at Children's Advice and Support Service (CASS)

This is the first contact point for children's services in Birmingham City Council. CASS offers a brokerage service to help locate services that support the families of children and young people with disabilities.

Email: familyinformation@birmingham.gov.uk TEL: 0121 303 1888

Managing pupils' needs through effective liaison

Through the school's assessment and monitoring cycle, pupil progress is regularly discussed, with the Inclusion Leader in consultation with staff within all of the following groups:

- Class Teachers,
- Teaching Assistants
- Senior Management Team
- Senior Learning Mentor
- Nurture Group Staff
- Lunchtime Supervisors
- Kids' Club Staff
- Office Staff
- Kitchen Staff
- Parents
- Pupils

Liaison records used to support children with SEND include:

- Teachers' planning, differentiated according to need
- Class/year group provision maps
- Assessment data
- Pupil progress meeting records
- Progress on the *Language and Literacy Toolkit* and *Maths Toolkit* continua (Birmingham – Access to Education Resource)
- Pupil voice records
- Educational Psychology observation notes and reports
- Communication and Autism Team observation notes and reports
- Pupil and School Support Service observation notes and reports
- Speech and Language Therapy observation notes and reports (Cottesbrooke Infant and Nursery School buys in Traded NHS SALT hours)
- Sensory Support Service observation notes and reports
- School Nurse Service – consultation records (where appropriate)
- Forward Thinking Birmingham – consultation records (where appropriate)
- Assured Mentoring (1:1 mentoring service) – consultation records

Criteria for exiting the SEND Support register

Children may be removed from the register, if the ASSESS – PLAN – DO – REVIEW cycle identifies that they have achieved and maintained their set targets and have made enough progress to close the gap in attainment between themselves and their peers.

Supporting pupils with medical conditions

- Cottesbrooke Infant & Nursery School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Some pupils have medical conditions which are supported in school. They have a management care plan created by the school nurse in consultation with their parents. Class teachers have a copy of the management care plan and relevant staff are given appropriate training. (See Medical Needs Policy)

The role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities. The Governing Body is proactive in ensuring that provision for children with SEND is effective in supporting good progress and outcomes for the pupils. The SEND Governor has an oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND provision, including the deployment of funding, equipment and personnel.

Inclusion Leader Role

The Inclusion Leader has responsibility for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating SEND provision
- Managing the 'CRISP' funding profiles of pupils with additional needs
- Liaising with, and advising colleagues, including keeping the head teacher informed
- Maintaining the school's SEND register and overseeing records for all children with SEND
- Organising review meetings, informing/inviting appropriate professionals and parents
- Purchasing resources to support learning and access to the curriculum
- Liaising with parents of all children with SEND
- Liaising with external agencies
- Contributing to in-service training
- Meeting with the SEN Governor and providing information regarding SEND issues to the Governing Body

To ensure that this policy is effective, teaching staff need to:

- identify children's individual needs, as soon as possible, from Nursery onwards
- ensure that all children are included within the whole curriculum and have equality of opportunity
- provide differentiated learning for children with individual needs, accounting for the more able and less able
- support and monitor provision for children with SEND
- consult with children, parents and SENCO
- review progress of pupils at least termly
- Follow guidance and implement strategies suggested by External Agencies
- ensure that children take an active part in their learning and assessment
- ensure that parents are fully informed and encouraged to be a part of the process
- aim to have children who are happy, who feel positive about themselves and their efforts, and who achieve to the best of their ability

Admission Arrangements

Please refer to the information contained on our school website. The admission arrangement for all pupils is in accordance with national legislation, including the Equality

Act 2010. This includes children with any level of SEND; those with EHC plans and those without.

The Allocation of Resources

Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the SENCO.

Transition

At Cottesbrooke Infant & Nursery School, we make contact with the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible. Before moving on to a new primary school, information will be shared with the SENCO of the new school, in order to aid transition. Transition arrangements often include an additional induction visit for the pupil to build confidence and give them opportunities to meet the staff at their new school.

Dealing with Complaints

The school has a published complaints procedure. If parents have any queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns they should meet with the Inclusion Leader or the Head Teacher.

This policy is due for review annually