



Holmesdale Infant School Special Educational Needs and Disabilities (SEND) policy and procedures

Policy Statement

At Holmesdale Infant School we are committed to providing an appropriate and high quality education to all our pupils. We believe that every child, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum. All pupils will have the opportunity to be included in all aspects of school life.

We believe that all children should be equally valued in school. We will work hard to eliminate prejudice and discrimination and create an environment where all children can flourish and feel safe. Holmesdale Infant School is committed to Inclusion. This does not mean that we will treat all learners in the same way but that we will respond to the individual needs of our pupils. We believe that inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment and background.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (April 2015) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 April 2015
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2011

Information

The named person who is responsible for managing the provision for SEND at Holmesdale Infant School (the Special Education Needs Coordinator or SENDCo) is Sam Cooke. She can be contacted through the school office on 01246 413284 or via the school's email address.

The named governor for SEND is Mrs Angela Chappell who can be contacted through school on the above number or via the Governor email: a.chappell@holmesdale.derbyshire.sch.uk

Our policy has been developed in consultation with the Dronfield cluster of schools. The policy reflects the SEND Code of Practice 2015, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

A SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

Every teacher is a teacher of children with additional needs. As such Holmesdale Infant School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Objectives

1. To identify and provide for children who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2015
3. To ensure equality of opportunity and to eliminate prejudice against, pupils with Special Educational and additional needs and disabilities

4. To provide full access to the curriculum through differentiated planning and delivery of lessons by class teachers, SENDCO and support staff as appropriate.
5. To enable children to move to the next phase in their education
6. To involve parents/carers and the children themselves in any decision making that affects them
7. To provide a SENDCO who will organise the provision for children with SEND
8. To provide support and advice for all staff working with children with special educational needs

Definition of Special Educational Needs

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- has significantly greater difficulty in learning than the majority of children of the same age
- OR
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within Local Authority.

The area of special need will be identified using the CoP definitions below:

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning** – Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, mental and emotional health** – Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Behavioural difficulties do not necessarily mean that a child has SEN and should not automatically lead to a child being registered as having SEN.

Internal procedures

How do we identify SEND children?

All our children are treated as individuals. The school's tracking system, along with regular teacher assessment is used to identify children who are not progressing at the expected rate. This system includes reference to information provided by;

- Baseline assessment results
- National Curriculum expectations for the end of each year
- Interim test outcomes
- Teacher assessment
- Observations of behavioural, emotional and social development.
- A statement of SEND/EHC Plan
- Assessments made by specialist services such the educational psychologists and learning support from other professionals.

A graduated approach:

Quality First Teaching - Differentiated Curricular Provision

1. In order to make progress, a child may only require differentiation of the whole class plan. This differentiation may involve modifying learning objectives, teaching styles and access strategies. Teachers will differentiate their lessons to enable all pupils in the class to be adequately challenged and make progress.
2. Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature of a child's needs are unlikely to be met by such an approach, the child may be identified as possibly having SEND. They will be closely monitored by staff, over the next half term, in order to gauge their level of learning and possible difficulties. Please see appendix A. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEND list. Any concerns will be discussed with pre-arranged meetings with parents or during parents' evenings.
3. **Monitoring of progress** will be carried out by the class teacher and will be reviewed with the parents and SENDCO (at the appropriate times).
4. Staff will consult the SENDCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Parents will be fully informed of every stage of their child's development and are encouraged to share knowledge and information with the school.
6. Parents' evenings are used to monitor and assess the progress being made by the children.

Early Years

Pupil progress in the Foundation Stage is carefully monitored by the Foundation Stage staff. Any concerns are reported to the SENDCO in line with Appendix A.

SEN Support

Where it is determined that a child does have SEND, it will be discussed with parents and the child will be added to the school's SEND register. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so to 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 monitored, impact assessed and different interventions to be put in place as the child's needs change. The assess - plan - do - review cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes.

ASSESS

- Analyse the child's needs using the class teacher's assessment, experience of working with the child, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be recorded and discussed.
- Regular reviews 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 appropriate.
- Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the teacher, SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and behavior that is expected and a clear date for review. Targets will be sent home following review meetings.
- All staff working with the child will be informed of their individual needs, strategies that the child responds to and intervention programmes in place.

DO

- The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support teaching assistants with assessing and reviewing the impact of the support.
- Any additional support and assessment of child's needs will be provided by the SENDCO or outside agencies if it is felt to be necessary.
- Support will be given to the parents/carers of the child if they need this in order to best support their child at home with their learning.

REVIEW

- A child's progress will be reviewed with the child and their parents/carer at agreed times. The impact of any support will be monitored. The quality of support will also be monitored and reviewed within school.
- The child's views and parents' views will be taken into account when reviewing progress, along with any views from other involved professionals. The class teacher along with the SENDCO will review the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with the child and parents.

Referral for an Education, Health and Care Plan (EHC)

- For a child who is not making adequate progress despite a period of support at **School Support**, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment to determine whether an EHC plan (previously known as a Statement of Special Educational Needs) is necessary.
- If a child has lifelong or complex 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 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 applications for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers
- SENDCO
- Parents
- Social care
- Educational psychologist/ clinical psychologist (if appropriate)
- Health professionals – CAMHS, school health, pediatricians
- Other external agencies involved in supporting the child (such as Speech and language therapists or Behaviour Support Services)

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer <https://localoffer.derbyshire.gov.uk>

EHC plans

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan
2. 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.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The EHC Plan will also 'move' with the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place.

What is the Local Offer?

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 to both to those families in Derbyshire that have an EHC 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.

More information can be found at; <https://localoffer.derbyshire.gov.uk>

Arrangements for coordinating SEN

1. The SENDCo, Sam Cooke, and Senior Leadership Team (SLT) will meet regularly with class teachers and support staff to discuss the progress and attainment of SEND pupils and monitor provision.
2. At other times, the SENDCO will be alerted to new concerns through the Initial Cause for Concern form (see appendix A).
3. Reviews will be held for pupils on the Special Educational Needs list at pre-arranged points in the year. The SENDCo and class teacher will be present for the meetings where outside agencies are involved or the child has an EHC Plan and parents will be invited to attend these reviews. Children will also be included in the review process where appropriate for their age and specific needs
4. The SENDCO, together with the SLT, monitors the quality and effectiveness of provision for pupils with SEN.

SEN and Inclusion Training

- The SENDCO will attend regular LA-run meetings and courses to update and revise developments in Special Educational Needs and Inclusion.

- Special Educational Needs are included in the school's long-term goals and School Improvement Plan when it is appropriate.
- In-house training to be provided through staff meetings by the SENDCO and relevant outside agencies.
- Teaching staff to have access to SEND/Inclusion professional development opportunities.
- Teaching Assistants to attend SEND/Inclusion courses as and when appropriate.

Links with support services

The school has a strong working relationship and links with external support services in order to fully support our SEND children and to aid inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school.

Support services include:

- Educational psychology
- Health – school nurse, pediatricians, psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language therapists
- Teachers for the hearing/visually/physically impaired
- Physiotherapists, occupational therapists
- Behavior support service
- Support service for special Educational Needs (SSSEN)
- Specialist outreach services – Autism Outreach
- Social services
- Multi-Agency Teams (MAT)

Working in partnership with parents/carers

We believe that a close working relationship with parents/carers is vital to ensure that:

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual child's needs. Appointments to see Sam Cooke (SENDCO) can be made through the school office.

Transition Arrangements

- The SENDCO/Foundation Stage teachers will liaise with local nursery and pre-schools as well as the SENDCO/Y2 teacher at the local junior schools regarding the transition of SEND pupils to and from Holmesdale Infant School.
- The SENDCO will organise the passing on of details of SEND pupils to the child's next teacher at the end of each school year.
- Any documents passed to other settings from Holmesdale Infants will need to be signed for using the school's Transfer of Files form.

Supporting children in school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they can 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 Special Educational Needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Arrangements are put in place to support individual children with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DfE in December 2015.

Accessibility

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are wide enough for wheel chair access and exits to the outside areas are flush to the floor or have ramps. There is a lift in school and disabled access toilets with changing facilities in the central area of the building.

Commitment to educational inclusion at Holmesdale Infant School is demonstrated through:

Leadership and Management

- The implementation of inclusive policies, procedures and structures
- The collection of analysis of data to inform future practices
- The involvement of staff, children, parents and governors
- Continuous Professional Development (CPD)

Teaching and Learning

- The creation of stimulating positive learning environments
- A creative and relevant curriculum
- The use of assessment, monitoring and evaluation to ensure all participate and make effective progress
- Effective staff teamwork strategies
- Continuous Professional Development (CPD)
- Evaluating the effectiveness of resources.

Parents/Carers, Governors and Community Groups

- The school will share its practices with parents/carers and governors.
- Regular review of SEND issues at Governor's meetings. SENDCO and SEND Governor to liaise on a regular basis.
- The school will create effective partnerships and build an effective ethos with members of the local community.

This policy will be made available to parents on request.

This policy has been reviewed and approved
by the governing body: Date:
Chair of Governor's signature:

Date of next review: **January 2025**