



## Holmesdale Infant School

### Special Educational Needs and Disabilities (SEND) Policy

#### 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 (June 2014) 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 June 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 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

## **Information**

The named person who is responsible for managing the provision for SEN at Holmesdale Infant School (SENDCO) is Rachel Russell. Mrs Russell can be contacted through the school office on 01246 413284 or via the school's email address.

The named governor for SEN is Mrs Dawn Curry who can be contacted through school on the above number an email.

Our policy has been developed in consultation with the Dronfield cluster of schools. The policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

An annual SEN 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 every child including those with SEN. 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 in 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 2014
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 Special Educational Needs Co-ordinator (SENDCO) who will organise the provision for children with SEN
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 as either:

- **Communication and interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- **Social, mental and emotional health** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack of concentration.
- **Sensory and/or physical** – this includes children with sensory, multi-sensory and physical difficulties.

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

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made according to Code of Practice 0-25)
- Attendance and punctuality
- Health and welfare

- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **How do we identify children with SEND?**

All our children are treated as individuals and 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 Curricular descriptors for the end of Key Stage
- Progress measured against P level descriptors
- Teacher assessment
- Observations of behavioural, emotional and social development.
- A statement of SEND.
- Assessments made by specialist services such the educational psychologists and learning support team.

## **A graduated approach:**

### **Quality First Teaching**

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. Monitoring of progress will be carried out by the class teacher and will be reviewed with the SENDCO.
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 is unlikely to be met by such an approach, the child may be identified as possibly having SEN. They will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

3. Staff will consult the SENDCO as needed for support and advice. It may be appropriate to observe the child in class.
4. School interventions may be used to target a pupil's difficulties and to aid progress.
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. 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 SEN list. Any concerns will be discussed with parents informally and parents will be encouraged to share information and knowledge with the school.

## **SEN Support**

Where it is determined that a child does have SEN, it will be discussed with parents and the child will be added to the school's SEN list. The aim of formally identifying a child with SEN 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 on-going 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 pupil 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 children's' needs will be provided by the SENDCO or outside agencies if it is felt to be necessary.

## **REVIEW**

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed.
- Child's views and parents' views will be taken into account. 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 (Education, health care) 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

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

[www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

### **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 on; [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## **Inclusion of all Pupils with SEND**

The head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice about individual children from external agencies when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHC Plans and those without.

When moving to a new year group, information about individual pupils is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. The annual review in Year 2 should consider the child's transfer to junior school in order to provide sufficient time for planning and for parents to consider options. Staff will liaise closely with the junior school and additional visits may be set up where appropriate.

## **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 SEN/Inclusion professional development opportunities.
- Teaching Assistants to attend SEN/Inclusion courses as and when appropriate. All teaching assistants to complete formal LA training modules.

## **Links with support services**

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

Support services include:

- Educational psychology
- Health – school nurse, paediatricians, psychologist
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language therapists
- Teachers for the hearing/ visually 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**

Parents are notified as early as possible of any concerns teachers may have about their child. The school is always willing to listen to parental concerns over a child's educational, social, personal, emotional and behavioural needs. Opportunities are provided for consultation and progress is reviewed with parents regularly.

If parents are unhappy with any aspect of the SEND Policy or provision made by the school, a standardised procedure operates. Initially, parents contact the class teacher who will arrange a meeting with the SENDCO. If parents are not reassured by this meeting, a discussion is organised with the Head teacher. If still dissatisfied, parents are free to discuss the matter with the governor responsible for SEND, who will if necessary arrange to review the case with the appropriate committee of the governing body. A further appeal can be made to the full governing body if necessary.

## **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 a Statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) 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 April 2014.

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: \_\_\_\_\_