




## Additional and Special Educational Needs Policy

<b>Governor Committee Responsible</b>	<b>Learning and Teaching</b>
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<b>Author</b>	<b>Naomi Best</b>
<b>Contributors</b>	<b>SENCO</b>
<b>To be read in conjunction with the following policies:</b>	<b>Inclusion Policy, Medical Policy, Admissions Policy, Teaching and Learning Policy</b>
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## **Introduction**

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (September 2014) and has been written with reference to our school SEN Information Report (which can be found on our website).

The SENCO for Heather Ridge Infant School is Mrs Naomi Best, who has received the Postgraduate Certificate in Special Educational Needs Coordination (SENCO).

- Heather Ridge Infant School is an inclusive and supportive infant school. We believe that every teacher is a teacher of every child including those with SEN.
- We have high expectations and set aspirational targets for all pupils.
- We define a special educational need in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's EHCP (Education and Health Care Plan).

## **Aims**

The aim of this policy is to enable all pupils to reach their full potential through a broad, balanced and fully inclusive curriculum and school community. We believe in raising the aspirations of and expectations for all pupils with SEN with a clear focus on the very best outcomes for children.

All staff will aim:

- To identify barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To enable pupils to have their voice heard.

## **Roles and Responsibilities**

The Special Educational Needs Coordinator (SENCO), in collaboration with the Head teacher and Governing Body, takes responsibility for the operation of the SEN policy and coordination of special needs provision, working closely with staff, parents carers, and other agencies.

**The SENCO's responsibilities** include:

- Overseeing the day-to-day operation of the SEN policy
- Organising and maintaining the central SEN Register
- Coordinating provision for children with SEN through the development of the provision management tool
- Monitoring children's progress
- Advising on the deployment of the schools delegated SEN budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools and outside agencies
- Being a key point of contact with external agencies
- Working with the head teacher and school governors to ensure that the school

meets its responsibilities

- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEN.
- Contributing to the professional development of staff.
- Ensuring that the school keeps the records of all pupils with SEN up to date, ensuring Provision Maps are in place for all children on SEN register and that they are regularly reviewed.
- Ensuring that Education Health Care Plans are in place for those who need them and that they are renewed annually.
- Managing the school's responsibility for meeting the medical needs of pupils
- Liaising with the SLT regarding Pupil Premium and funding for disadvantaged children.
- Liaising with external agencies and ensuring that information about SEN children is collected, recorded, updated and shared with relevant people.

The SENCO provides an annual report to the SEN Governor that includes changes to the SEN register and the impact of interventions.

**The Class Teacher is responsible for:**

- Early identification of pupils special educational needs.
- Informing the SENCo and using the graduated response approach to see whether the child meets the threshold for SEN Support.
- Providing a differentiated curriculum, deploying support staff within class and setting targets detailed in an individual Provision Map.
- Keeping records and up to date information with regard to children with SEN in their class.
- Using advice and strategies suggested by outside agencies and keeping the SENCo informed of any changes of need.
- Take part in SEN review meetings with parents once a term, to discuss progress, targets and ways to support children at home.

**The SEN Governor's responsibility** is to oversee the school's SEND arrangements. The governors are responsible for:

- Ensuring provision is made for pupils with SEN.
- The progress of SEN pupils is tracked using available data.
- Ensuring that children with SEN join in with all school activities as far as possible.
- Having regard to the SEN Code of Practice when carrying out their duties to pupils with SEN.
- The SEN Governor will keep up to date with the schools SEN provision including funding, equipment and use of staff.
- SEN provision is monitored by the SEN Governor on a termly basis.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher works closely with the SENCO and keeps the Governing Body fully informed. The Head teacher is the DSL (Designated Safeguard Lead).

### **Definition of SEN**

#### **Identifying Special Educational Needs**

The Special Educational Needs Code of Practice 2014 states that 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 if they

- Have a significantly greater learning difficulty in learning than the majority of others of the same age  
or
- 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

The Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. We would identify the needs of the learner by considering the needs of the whole child not just the SEN.

The 4 areas of need are:

1. **Communication and Interaction**, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD
2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
  - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
  - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. **Social, Emotional and Mental Health Difficulties**. They include:
  - A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADD (Attention Deficit)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
4. **Sensory and/or Physical Needs**, including:
  - Vision Impairment
  - Hearing Impairment
  - Multi-Sensory Impairment
  - Physical Disability

We also consider the following which may impact on progress and attainment pupils but do not consider them to be SEN

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a Serviceman/woman

### **A Graduated Approach to SEN support**

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers but also directly by the Senior Leadership Team.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team after each cycle of data monitoring. In addition to this, any teacher or member of staff can raise concerns about a pupil with the SENCo at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the *SEND Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- Assess:** the class teacher and SENCO will analyse a pupil's needs before identifying a child as needing SEN support- One-page profile and provision map created.
- Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with SEN support- One-page profile and provision map shared and amended if needed.
- Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:** The effectiveness of the support will be reviewed in line with the agreed date.

In school we use a range of assessment data e.g., relevant family/medical history, Good Level of Development in EYFS, P Scales, Teacher Assessments, Benchmarking, ASP, Teaching Assistant assessments, reading/spelling tests; behaviour observations recorded in a diary.

Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are always consulted before this decision is made.

The SEN Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

### **Managing Pupils Needs on the SEN Register**

Once a pupil is included on the SEN register a one-page profile and provision map is drawn up by the class teacher in consultation with SENCo, parents/carers and the pupil, where possible. Occasional advice may be sought from external agencies to inform effective intervention. The provision map allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress, then advice may be sought from specialist

teaching teams and health professionals. These include the Educational Psychologist Support, Learning and Language Services, Behaviour Support, and Health Services including Speech and Language and Occupational Therapy support.

### **Education Health Care Plan:**

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

### **Criteria for Exiting the SEN Register**

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, they would continue to be monitored closely by the SENCo and the Class teacher.

### **Supporting Pupils and Families**

The Surrey local offer can be found by clicking here [Surrey Local Offer](#) and this will provide information on what is available in the area. Parents without internet access should contact the SENCO for support in finding the information they require.

The school SEN information report can be found on the school website.

The school's admission arrangements can be found on the school website.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. We also support pupils in their transition from Key Stage 1 to Key Stage 2 and to new schools as well as to new class settings each academic year. The Early Years team visit all children before they start school in Reception and liaise closely with the SENCO should there be any concern. The school's policy on managing the medical conditions of pupils can be found on the school website or requested from the school office.

### **Monitoring and evaluation of SEND**

The monitoring and evaluating of provision is an ongoing process.

The Senior Leadership team carries out regular Learning Walks regularly focusses on SEN intervention planning and differentiation. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered.

We hold regular INSETs and staff training sessions. The SENCo meets termly with the SEN governor and the SEN governor is involved in monitoring SEN within the school. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and

development. All teachers and Learning support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the LA and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND.

The school is part of the Targeted Mental Health in Schools Programme (TaMHS) and the SENCO meets termly with a representative from CAMHS (Child and Adolescent Mental Health Services) to discuss any needs within the school. In addition, our school ELSA (Emotional Literacy Support Assistant) attends the TaMHS network meetings.

Where a training need is identified beyond this we will endeavor to find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Specialist equipment will be considered on an individual basis.

### **Additional Funding**

Where a child needs additional support over and above the core funding the school shall apply for additional funding to further meet their needs.

### **Storing and managing information**

Information is stored in locked filing cabinets in the SENCO's office. The information is shared with staff working with the pupil. Class teachers hold SEN files which are stored in the classroom in a locked cupboard. At the end of each year the information is transferred to the next class teacher and discussion held to ensure transition is efficient and effective. When a pupil moves to another school the records are photocopied and archived. The originals are passed onto the new school.

### **Reviewing the policy**

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

### **Accessibility**

The school is on one level. There is disabled access throughout most of the building and one disabled toilet. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in the Teachers Meeting Room, the Learning Den, the Non-Fiction Library, the ICT suite, and the library.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

### **Dealing with complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher, SENCO or Head teacher to resolve the issue before making the complaint formal to the Chair of the Governors as set out in the School's Complaints Policy.

### **Resolving Disagreements**

The SEN Code of Practice outlines procedures for resolving disagreements in Chapter 11.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

### **Bullying**

Heather Ridge Infant school has a robust response to any bullying. The school runs an Anti-Bullying week called 'Friendship Week' annually, have regular assemblies and class PSHE time to raise awareness of differences and allow children to share their thoughts and feelings.

### **Other related documents**

This Policy should be read in conjunction with the following documents, all of which are available on the school website,

- The Equality Policy and Action Plan
- Medical Conditions Policy
- School Local Offer
- Inclusion Policy