



Special Educational Needs & Disability Policy

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This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators and the SEND information report

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Special educational provision means - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in school.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. Schools must also have regard to statutory guidance re supporting children with medical conditions (DfE 2014)

In this school the SENDCo is Alison Sassoli. She can be contacted at the school on 01252 544606 or by email on adminoffice@nfis.hants.sch.uk

Types of SEND

North Farnborough believes that all children have an equal right to a full and rounded education. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). These areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory/physical

This SEND policy details how, at North Farnborough, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with special educational needs, allowing them to join in all school activities together with children who do not have special educational needs.

All teachers are responsible for identifying children with SEND and, in collaboration with the SENDCo and Head teacher, will ensure that those children requiring different or additional support are identified at an

early stage where possible. Communication and assessment is the process by which children with SEND can be identified. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEND (C of P 6:23). All those who work with children will be alert to emerging difficulties and will respond accordingly and in line with the school's procedures.

Aims

Our SEND policy and Information Report aims to:

- Set out how our school will support and make provision for children with special educational needs and/ or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

Our aim is to provide a broad and balanced curriculum for all children, from Early Years to the end of Key Stage 1, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities. It will be made fully accessible and relevant, taking into account their starting points, behaviour and learning styles.

Objectives

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning with the highest aspirations and engage in activities alongside children who do not have SEND
- to request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for children with medical conditions achieving full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to make a successful transfer to the next stage of education and to prepare children for adulthood.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society. Through pupil progress meetings, staff meetings and discussions, we also continue to monitor and assess the impact, with the senior leadership team (SLT) and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, to enable them to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. We see every teacher as a teacher of SEND.

The governing body, the school's Head teacher, the SENDCo and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities.

Our links with pre-school organisations enable us to liaise with such bodies regarding children who may transfer with SEND. Early education settings will provide North Farnborough with records, which is a useful starting point. As a school we also set up meetings in the summer term with pre-schools to further share understanding of children with SEND. Other relevant documentation via the speech and language therapy departments, Area Health Authority, local psychologists and social services departments may also aid early identification prior to entry to school. The records of children transferring from other primary schools will be carefully checked to aid identification. Once children are admitted the following identification arrangements apply:

- The class teacher will identify any concerns using classroom observation and informal assessment;
- Parents voicing a concern may highlight a particular need;
- Outside agencies may bring a problem to the school's notice;
- The outcome of Foundation Stage assessment may indicate areas of concern. It can alert teachers to children who have particular difficulties, some of whom might have special needs.
- Performance against the level descriptions within the National Curriculum at the end of the key stage.
- Evidence obtained from standardised screening.

North Farnborough Infant School recognises the importance of early identification, assessment and provision for any child who may have special educational needs. Assessment is not regarded as a single event but as a continuing process.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

When the time comes for transfer to junior school there are strong liaisons between schools and, if necessary, we use an enhanced procedure of transition, with more frequent visits, meetings and discussions.

The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some small group or individual support
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis. They will ensure and oversee any delivery of an individualised programme in or outside of the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. This process will be reviewed through the Graduated Approach; Assess, Plan, Do, Review.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the teacher's and child's records in order to establish which strategies have already been employed and which targets have previously been set and the review of these targets. The external specialist may act in an advisory capacity or provide additional specialist assessment. The child's individual targets will set out strategies for supporting the child's progress and these will be recorded in an Individual Education Plan (IEP). These will be implemented, where appropriate, in the normal classroom setting. The delivery of the interventions recorded in the Individual Education Plan (IEP) continues to be the responsibility of the class teacher but may be carried out by a learning support assistant (LSA) in the afternoon if it is a particular individualised programme.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas after a period of adaptations and in class interventions.
- Continues working substantially below that expected of children of a similar age with the gap widening.
- Continues to have difficulty in developing literacy and mathematical skills after a period of adaptations and in class interventions.
- Has emotional and/ or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs that requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

School Request for Education Health and Care Plans (EHCP)

A request will be made by the school to the Local Education Authority (LEA) via the EHC Hub if despite an individualised programme of sustained intervention the child remains a significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans (IEPS) and targets for the pupil following the graduated approach.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Assessment levels in English and Mathematics or EYFS.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.
- Views of the child.
- Records of behaviour plans/ ABCC charts

An EHCP will normally be provided where the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not inevitably lead to an EHCP.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to junior school, the SENDCo from the junior school will be informed of the outcome of the review and be invited to be part of a transition meeting in the summer term.

Individual Education Plans (IEPs)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) which will include information about:

- The short term targets set for the child
- Who will be responsible for provision
- What success will look like
- A review date and section
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

At North Farnborough Infant School, we see the above process as a partnership with both parents and child, with everyone working together to develop the child.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. At North Farnborough Infant School, we also have a Quality First Teaching (QFT) document, which makes suggestions for adaptations that can be made to the classroom environment to support the learning of children with SEND. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

Individual education plans, which employ a small-steps approach, feature in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual Education Plan (IEP) with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

Allocation of resources

The SENDCo alongside the Head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Staffing

Each class has designated learning support assistants who work to support children's learning on an individual or group basis. In all classes the support is usually fully integrated into the class situation; children are withdrawn from the classroom only when the nature of the additional support demands it.

Training

In order to have suitably experienced and qualified staff to effectively identify and support children with special educational needs, the SENDCo and Head teacher identify in-service training needs and organise relevant training.

Roles and Responsibilities

The role of the SENDCo

The SENDCo at North Farnborough Infant School is Alison Sassoli. The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Monitoring and updating the school's SEND Register
- Liaising with and giving advice to fellow teachers, including the use of the Graduated Approach for SEND identification and Support
- Overseeing pupils' records and monitoring their data
- Liaising with parents
- Making a contribution and delivering training
- Overseeing and liaising with the Head teacher of how to effectively deploy Emotional Literacy Support Assistants (ELSAs)
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
- To support staff in writing and reviewing individual education plans (IEPs), where necessary, in consultation with outside agencies
- Overseeing Inclusion Partnership Agreements (IPAs) and Education and Health Care Plans (EHCPs)
- Overseeing the transition arrangements for children with SEND in to school and on to receiving schools

The role of The Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The Governing Body's responsibilities to children with SEND also include:

- being fully involved in developing, monitoring and subsequently reviewing SEND policy and provision
- Ensuring that provision of a high standard is made for SEND children
- Establishing the appropriate staffing and funding arrangements
- Ensuring that SEND children are fully involved in school activities
- Publishing the school's SEND Information Report on the school's website and ensuring this Report is reviewed annually
- Appointing a governor with particular responsibility for SEND.
- Having regard to the Code of Practice when carrying out these responsibilities

The role of the Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- To identify children with SEND
- Being involved in the development of the school's SEND policy
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEND
- Being accountable for the progress and development of all children in their class, including those with SEND, through the delivery of high quality teaching, using strategies that will support children's learning
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress in a graduated approach in line with the SEND code of Practice (January 2015)
- Working with the SENDCo to collect all available information on the pupil and making a full analysis of their individual needs
- In collaboration with the SENDCo, develop Individual Education or Behaviour Plans for children with SEND that are regularly reviewed and updated
- Working with children with SEND a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents and giving clear guidance for support
- To ensure smooth transition between settings/key stages including the transfer of paperwork
- To deploy learning support assistants (LSAs) effectively to meet children's needs

Monitoring Arrangements

The strategic development of the SEND policy and provision in the school to raise the achievement of children with SEND is co-ordinated and managed by the SENDCo and Head teacher. SEND provision is an integral part of the School Development Plan and is measured against success criteria. This is reviewed termly by the Head teacher, SENDCo and school Governors.

This policy and information report will be reviewed by the Head teacher and SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing board.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound multiple learning difficulties

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the child requires help over and above that which is normally available.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Narrows the attainment gap between the child and their peers.
- Equals or improves the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, North Farnborough will adopt a graduated response. This may see us using specialist expertise if, as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an Individual Education Plan (IEP) and the class teacher with the SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work and support with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. These are recorded on provision maps. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENDCo will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and learning support assistants within the class and reviewed formally with the class teacher, SENDCo, parents and where appropriate the young person.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve in learning. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The SENDIAS website is a free and confidential service offering impartial information, advice and support on issues relating to a child's or young person's special educational needs or disability. They work with parent carers, and with children and young people from 0 to 25, in Hampshire. For more information visit the link below: <https://www.hampshiresendiass.co.uk/>

Criteria for evaluating the success of the SEND policy

The success of the school's SEND Policy and provision will be evaluated through:

- Monitoring of classroom practice by SENDCo and SLT
- Analysis of pupil tracking data and progress
 - for individual children
 - for cohorts
 - vulnerable groups
- Consideration of each pupil's success in meeting IEP targets
- Provision maps
- School self-evaluation
- The Head teacher's report to Governors
- The School Development Plan
- In evaluating the success of this policy, the school will consider the views of:
 - Teachers
 - Parents
 - Pupils
 - External professionals

Monitoring and evaluation

The SENDCo and the Head teacher monitor the movement of children within the SEND system in school and the head teacher provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Complaints procedures

If parents of a child with special educational needs have a complaint concerning the provision made for their child, this complaint will be dealt with according to the staged response of the school complaints policy. A copy of this policy is available on the school website. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Partnership within and beyond the school

Training and development

At North Farnborough Infant School we recognise the importance of regular training for our staff. Training needs are identified through performance management, monitoring, observation and when recognising the needs of the children within a class.

Our SENDCo regularly attends local network and professional development meetings.

Training for staff is accessed in a variety of ways:

- In house training at staff meetings, twilight and INSET days run by the SENDCo and/ or SLT
- External training courses through Specialist Teaching Teams
- Specialist Teachers and other professionals delivering personalised training sessions in house

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for children with SEND.

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

- Educational psychologists
- Primary Behaviour Support Team
- Occupational therapists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- SEND Support Services (SENS)
- Ethnic Minority and Traveller Association (EMTAS)

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

- Pre-schools/Nursery settings
- Junior Schools
- Specialist Services
- Education Welfare Officer
- Social Care
- Parent Support Advisor

A request for help will normally follow a decision taken by the school SENDCo, Head teacher and teacher(s) in consultation with parents to support children at SEND Support and children with Education and Health Care plans.

The voice of the child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. This reflects the UN Convention on the Rights of the Child.