Special Educational Needs & Disability Policy

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This policy 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
- The Equality Act 2010, including the school's duty to make reasonable adjustments for disabled pupils and its responsibilities under the Public Sector Equality Duty.

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)

The school's SENDCo details and contact information are published on the school website and in the SEN Information Report. They 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 an adapted curriculum to better respond to the four areas of need identified in the 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 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 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, 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.
- 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

Where a pupil is identified as having SEN, support will be planned through the school's graduated Assess, Plan, Do, Review approach. The class teacher remains responsible for the pupil's learning and progress, including where interventions or specialist support are delivered by another member of staff. The SENDCo

will support assessment, planning, review and access to specialist advice where appropriate. Parents/carers and the pupil will be involved in decisions about provision and the review of its impact.

The use of outside agencies
Advice from external professionals or specialist services may be sought where this would support the assessment of a pupil's needs or help the school to identify appropriate provision. Parents/carers will be involved in this process. 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 class teacher remains responsible for the pupil's learning and progress, including where an intervention or individualised programme is delivered by a teaching assistant, learning support assistant or other appropriately trained member of staff.

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 require 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.

Education, Health and Care (EHC) needs assessments and plans

Where a child continues to experience significant barriers to learning despite the school having taken relevant and purposeful action through the graduated **Assess, Plan, Do, Review** approach, the school, in consultation with parents/carers, may consider whether it is appropriate to request an Education, Health and Care (EHC) needs assessment from the local authority.

Before making a request, the school will ensure that the child's needs have been appropriately identified and that suitable support, adaptations and interventions have been implemented and reviewed. The school will work in partnership with the child, their parents/carers and, where appropriate, relevant education, health and social care professionals.

When requesting an EHC needs assessment, the school will provide appropriate evidence of the child's needs and the provision that has already been made. This may include:

- the child's and parents'/carers' views, wishes and aspirations;
- evidence of the child's progress and attainment;
- information about the nature, extent and impact of the child's special educational needs;
- evidence from cycles of Assess, Plan, Do, Review, including individual targets and reviews;

- details of the ordinarily available provision, reasonable adjustments, additional support and interventions provided by the school, together with evidence of their impact;
- relevant assessments and advice from external professionals;
- information about the child's health, social care or medical needs where relevant; and
- any other appropriate evidence relating to the child's needs and the provision required.

The local authority is responsible for deciding whether an EHC needs assessment is necessary and, following an assessment, whether an Education, Health and Care Plan (EHCP) should be issued. A request for an EHC needs assessment does not necessarily result in an EHCP.

Where a child has an EHCP, the school will use its best endeavours to secure the special educational provision specified in the plan and will work with the child, parents/carers, the local authority and relevant professionals to support the achievement of the outcomes identified.

The EHCP will be reviewed in accordance with statutory requirements. The school will contribute to the annual review process and ensure that the child and their parents/carers are supported to participate and express their views.

Particular consideration will be given to transition between settings. Where a child with an EHCP is preparing to transfer to another school, the SENDCo will liaise with the receiving setting and relevant professionals to support effective planning and continuity of provision.

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 adapted 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 adapt 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 Headteacher, is responsible for the operational management of the resources allocated to SEND provision within the school, including provision for children with Education, Health and Care Plans (EHCPs).
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 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 into 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 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, LA support services, Health and Children's 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 on a daily basis to deliver the IEP targets within adapted 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 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, autism, 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

Identification and the graduated approach

The school is committed to the early identification of pupils who may have special educational needs. High-quality, inclusive teaching, appropriately adapted to meet individual needs, is the first response to pupils who have or may have SEND.

Where concerns arise about a pupil's learning, development, communication, physical or sensory needs, social and emotional development or access to the curriculum, staff will seek to identify possible barriers to learning and participation. Assessment will draw on a range of evidence, including teachers' assessment and observation, the pupil's progress and attainment, prior learning and development, and the views and experiences of the pupil and their parents/carers.

Slow progress or low attainment does not, in itself, mean that a pupil has SEN. Equally, attainment in line with chronological age does not necessarily mean that SEN can be ruled out.

A pupil will be identified as having SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. Identification will not depend upon the completion of a fixed number, type or duration of interventions.

Not all pupils receiving additional support or intervention will have SEN. The school will consider whether there may be other factors affecting a pupil's learning and development, while ensuring that the presence of such factors does not mask an underlying special educational need.

Where a pupil is identified as having SEN, the school will use the graduated approach of **Assess, Plan, Do and Review**. This cycle will be used to develop an increasingly detailed understanding of the pupil's strengths and needs, the barriers they experience and the provision required to support them.

Assess: The class teacher and SENDCo will gather and analyse relevant information about the pupil's strengths, needs, progress and barriers to learning, incorporating the views of the pupil and their parents/carers.

Plan: The school, parents/carers and, where appropriate, the pupil will agree the outcomes sought, the provision and reasonable adjustments required and how the impact of support will be reviewed.

Do: The class teacher remains responsible for the pupil's learning and progress, including where interventions or specialist support are delivered by another member of staff.

Review: The effectiveness and impact of support will be reviewed regularly. The views of the pupil and parents/carers will contribute to the review, and provision will be maintained, adapted, increased or reduced in response to the evidence gathered.

Where appropriate, the school may seek advice from external professionals or specialist services to support assessment and provision. Parents/carers will be involved in this process.

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 LA 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 (PBS)
- 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)
- The 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

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.