

# **St Nicholas CEVC Infant School**

## **Special Education Needs and Disability Policy**

### Principles Statement

At St. Nicholas School we aim to offer equal opportunities for all of our pupils whatever their age, gender, ethnicity, ability and background. In order to achieve this aim we endeavour to ensure that progress and attainment are equal for all. We believe all children have a fundamental right to an education system designed to value and take into account a wide diversity of need and culture. We do not tolerate discrimination of any kind against our pupils, parents or staff.

### Safeguarding

St Nicholas Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Legislation and guidance

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 our schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014 which set out schools' responsibilities for Education, Health and Care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

### Definition

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Roles and Responsibilities

#### The SENCO

The SENCO (Mrs J Fitton) has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans. The quality of and impact made by interventions will be regularly monitored. They will update the inclusion register and maintain individual pupil records mapping provision throughout the school. They will work with the headteacher and SEN governor to determine the strategic development of SEN policy and provision

in the school. They will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support. They will be a point of contact for external agencies, especially the local authority and its support services. They will maintain regular liaison with parents/carers. They will liaise with potential next providers of education to ensure that a smooth transition is planned. The SENCO is a member of the Leadership Team and is the designated teacher for Looked After Children (LAC).

### SEN Governor

The SEN governor (Mrs P. Jennings) has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body ensuring that pupils with SEND participate fully in school activities.

### The Head Teacher

The Head Teacher (Mrs G. Johnson) will work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision in the school. In addition the Head Teacher has overall responsibility for the provision and progress of learners with SEND. Mrs Johnson is also the Designated Safeguarding Lead (DSL).

### Class teachers

Each class teacher is responsible for the progress and development of **every** pupil in their class. They will ensure that any class based plans are implemented deploying additional adults effectively. They will work closely with the SENCO to review each pupil's progress and development and decide on any changes to provision. They will undertake regular liaison with parents to share pupil's progress.

### Special Needs Teaching Assistants

SENTAs will ensure day to day provision is in place for the pupils they support implementing agreed strategies and programs and acting on advice from specialists. They will maintain records of progress and prepare resources needed for interventions. They will liaise regularly with both Class Teachers and the SENCO.

## Aims and Objectives

### Aims

At St Nicholas Infants school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

## Objectives

To ensure a clear process for identifying, assessing, planning, providing for and reviewing provision for pupils with SEND and their parents/carers at our school. To develop effective whole school provision and management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the SEND Code of Practice, 2015

## Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

### Communication and interaction:

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning:

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### Sensory and/or physical:

Some children require special educational provision because they have a

disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## A Graduated Approach to SEN Support

### How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Outreach
- Marlborough Outreach Team (Autism)
- Sensory Service (includes physical needs)
- Educational Welfare Team
- Children's Services
- School Nurse
- Medway Young Persons Well-being Service (operated by NELFT)
- Community Paediatric Service and other Medical services
- Social services

If the support needed can be provided by adapting the school's core offer then a child might not be considered as having SEND or be placed on the inclusion register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the inclusion register. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process.

### The four part cycle:

#### Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and

guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

#### Plan:

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

#### Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

#### Review:

The plan including the impact of the support and interventions will be reviewed regularly and targets assessed 3 times per year by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period of support or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

### Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*. Reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

### SEND Provision

SEND support can take many forms. This could include:

- an individual learning program
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time

- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

### Managing the needs of Pupils on the Inclusion Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed routinely 3 times per year with parents and pupils but may be reviewed in the interim if the need arises.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

### Criteria for removing pupils from the Inclusion Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the inclusion register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### Requesting an Educational, Health and Care Plan (EHCP) assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

### Supporting parents/carers and children

We provide support in the following ways:

- the headteacher and SENCO operate an open door policy for parents/carers
- seeking support and advice.
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y2 pupils transferring to the junior school.
- Liaising closely with the SENCO of the receiving school to fully appraise them of the needs of pupils and to ensure a smooth transition.

### Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Children and Families Act 2014. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips.

Staff will receive training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.  
The school office manager is responsible for the administration of medicines and health care plans/protocols.

### Monitoring and evaluation of SEND

The head teacher and the senior leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the inclusion register is measured through:

- analysis of pupil tracking data and any test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCO maps provision for each class and will cost provisions. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

### Training and development

Training needs are identified in response to the needs of pupils currently on the inclusion register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with dyslexia and Autism.

The SENCO attends network meetings (Medway SENDIF) to share good practice with colleagues and to keep up to date with SEND developments.

### Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are hand delivered, and signed for, by receiving schools when pupils leave St Nicholas.

### Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at St Nicholas to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### Access to this policy

A hard copy of this policy can be provided, on request, at the school office  
Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2015) and has been written with reference to the following related guidance and documents:

Children and Families Act 2014

Equality Act 2010: advice for schools DfE Feb 2013

School SEN Information Annual Report

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

### Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Medway's Local Offer – for additional guidance and support within Medway

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

[www.kids.org.uk](http://www.kids.org.uk) is an independent support service, which works in partnership with the local authority, Parent Partnership Services and Parent Carer Forums to support families and young people through the SEN process and EHC Plan assessments.

Policy written by J.Fitton

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