

April 2024

PADNELL INFANT SCHOOL

BOARD OF GOVERNORS



SPECIAL EDUCATION NEEDS AND/OR DISABILITY POLICY

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	April 2024
Date of Next Review	April 2025
Name of Headteacher	Mrs Mandy Grayson

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1 Introduction

1.1.1 This policy is based on the statutory Special Educational Needs and Disability Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils SEN and disabilities.
- The Special Educational Needs and Disability Regulation 2014, which set out schools' responsibilities for education health and care plans, SEND co-ordinators and the SEND information report.

1.1.2 A child is considered to have special educational needs if he or she has a difficulty which affects his/her learning and calls for special educational provision above and beyond that of what is provided for every child. A child has a learning difficulty if he or she has:

- a significantly greater difficulty in learning than the majority of children of the same age;
- a disability which prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age in mainstream schools.

1.2 Aims

1.2.1 We value the abilities and achievements of all our pupils. At our school, all pupils have an entitlement to the whole school curriculum and we are committed to making this accessible to all children through personalised learning and by using a variety of teaching styles.

1.2.2 We aim to:

- Provide children with a broad, balanced and relevant curriculum including the National Curriculum (see Curriculum Statement);
- Create an environment that meets the special educational needs of each child;
- Set suitable learning challenges and respond to pupils' diverse learning needs;
- Overcome potential barriers to learning and assess individuals and groups of pupils;
- Value all children equally and encourage them to achieve, regardless of their abilities and behaviour; (see behaviour policy)

- Value parental contributions in promoting their child's development and learning;
- Value the advice of outside agencies and outreach services.

1.3 Objectives

1.3.1 We will:

- Follow the Special Educational Needs and Disability (SEND) Act (2001) and the code of practice 2014;
- Begin to identify children with special educational needs in the Early Years Foundation Stage through ongoing assessment using the early years curriculum;
- Identify those children with special educational needs in Key Stage (KS) 1 using the agreed school criteria and the Hampshire guidance;
- Record and monitor the progress of children on the SEND register and continue identification through ongoing observations and assessment;
- Provide individual programmes - Pupil Passports, SEN support plans, Behaviour Plans;
- Provide full access to the curriculum through differentiated planning;
- Provide specific input, matched to individual need in addition to differentiated classroom provision, for those pupils on the SEND register;
- Ensure that all teachers are aware of their responsibilities to the SEND children in their class (Removing Barriers to Achievement, Department for Education and Skills (DfES) (DfES), 2004) (SEND code of practice 2014);
- Review pupils on our SEND register regularly to provide the most effective and relevant learning provision;
- Report to and involve parents regularly in the development and learning that the child has undertaken;
- Involve the pupils in planning and reviewing their targets and consider their opinion in any matter affecting them;
- Report to the Governing Body on the success of the policy.

2 Arrangements for Special Educational Needs Provision

2.1 Headteacher

Roles and Responsibilities

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Manage all aspects of the schools' work including the provision for SEND pupils;
- Keep the governing body informed about SEND issues;
- Ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND;
- Ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- Ensure that the progress and attainment of pupils with special educational needs or disability are monitored and evaluated when reviewing the effectiveness of the support given;
- Ensure that the implementation and effectiveness of this policy is monitored and reported to governors.

2.2 SENDCO

The named SENDCO who is responsible for leading and managing SEND provision is **Sarah Porter**.

Roles and Responsibilities

- The SENDCO oversees the day to day operation of the SEND policy and co-ordinates the provision made to support individual pupils with SEND;
- Part of the Leadership Team and regularly liaises with the governing body;
- Keep a register of all children with SEND within the school and update this regularly;
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

- Regularly meet each teacher to discuss and review the progress of pupils on the SEND register, devise strategies, draw up plans and set appropriate targets. Give advice on appropriate resources;
- Ensure the efficient use of Provision Mapping software to promote pupil progress;
- Liaise with the Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) regarding the provision for the SEND children;
- Work closely with parents of pupils with SEND, arrange regular meetings and keep good regular communication;
- Be the point of contact for external agencies, including the local authority and its support services. Arrange meetings and provide a link between agencies, teachers and parents.
- Manage and contribute to professional development of colleagues in areas of SEN support. Including ECT's and students.
- Monitoring and reviewing SEN plan targets and EHCP targets.
- Organising and attending annual reviews of Education, Health Care plans.

2.3 Classroom teachers

Roles and Responsibilities

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support;
- Writing and/or contributing to SEN plans and implementing targets in class;
- Managing Teaching Assistants in their classrooms on a day to day basis.
- Provide high quality inclusive teaching which removes barriers to learning and supports achievements;
- Planning lessons that are personalised for individuals;
- To use Provision Mapping software effectively to ensure appropriate and timely provision;
- Ensure that they access all available information and support to make effective educational provision for all pupils;
- Make regular assessments of progress of all pupils in their class;
- Monitor the progress and development of pupils in their class, assessing the impact of support and interventions;
- Work with the SENDCO to review each pupil's progress and development and decide on any change to provision.

2.4 Governing body

Roles and Responsibilities

- There is a named SEND governor;
- Ensure that SEND provision is an integral part of the school improvement plan;
- Ensure that the necessary provision is made for any pupil with SEND;
- Ensure that the progress and attainment of children with special educational needs or disabilities are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND;
- Ensure they are fully informed about SEND and that the quality of the SEND provision is regularly monitored;
- Publish the policy for SEND and report on the success of the policy annually, monitoring target areas.

2.5 Admissions

2.5.1 Children are admitted regardless of their special educational needs (following guidance in Inclusive Schooling, DfES, 2001) as long as they fulfil the criteria laid down in the school's admissions policy in line with the SEND Act (2001).

2.5.2 We value pupils of differing abilities and support inclusion. Parents of children with an Education, Health and Care plan or EHC plan pending will be invited to discuss the provision that can be made to meet their identified needs. If the school is able to meet the EHC plan provisions, and the placement is compatible with the efficient education of other children with whom the child would be educated or with the efficient use of resources, the child will be offered a place.

2.6 Facilities

The school buildings are not fully modified to accommodate disabled access but we have a disabled parking space and a disabled toilet in our community room. Reasonable adjustments can be made to the learning environment with support from Specialist advisory teachers. There is a room specifically for the ELSA to work with children as this work can be confidential and children may need a private space to talk. A highly experienced LSA provides weekly support to children who require language development and class LSAs support children with speech and language programmes in a quiet location either in or near to the classroom.

2.7 Resources

- 2.7.1 Children with SEND and some children who need support to 'catch up' receive personalised, targeted intervention across the school. The intervention programmes are carefully chosen to meet the individual child's needs. The interventions are planned by class teachers with support from the SENDCO and run by LSAs and/or teachers.
- 2.7.2 Additional support is reviewed every 6 weeks. LSAs support teachers in the classroom ensuring that equal time and support from the teacher is available to all children. HLTA's support through whole class teaching and planning for PPA lessons.
- 2.7.3 Resources are purchased as appropriate and are matched to needs throughout the school. Specialist resources can be accessed for children through submission to the Local Authority (LA) once specialist advice has been sought.

2.8 Identification, Assessment and Provision

- 2.8.1 Identification of children with SEND:

Special Educational Needs Support in the Early Years

- Child with SEND identified by parents, EYFS practitioner or SENDCO;
- Additional support identified and suggested intervention/ strategies put into place;
- Pupil Passports/SEN Plans/ Behaviour Plans written and shared with parents;
- Advice sought from outside agencies.

Special Educational Needs Support in Key Stage One

- Class teacher completes a record of concern and tracks progress and development through target setting;
- Class teacher, SENDCO, identify children with SEND;
- Pupil passports/SEND support plans devised;
- SENDCO advises and supports where required;

- Seek support from Outside agencies where necessary;
- SENDCO take lead in further assessment, advising future intervention and monitoring and reviewing any subsequent action;
- Where an EHCP (Educational Health Care Plan) may be considered appropriate the SENDCO will liaise with parents, child, school and staff external agencies including the Local Authority and determine whether a referral meets the criteria;
- Where an EHCP exists the SENDCO will take the lead in ensuring the requirements of the plan are met;
- The SENDCO will take a lead in overseeing application and assessment process for EHCP.

Assessment

2.8.2 A range of school based materials and assessments are used to assess children's achievement and identify need.

DEST Selected children are screened using the Dyslexia Early Screening Test for evidence of Specific Learning Difficulties (SpLD);

NELI (Nuffield Early Language Intervention) Children at the beginning of the EYFS are screened and if assessment shows evidence of delay a programme will be delivered in small groups;

Benchmarking and Sandwell Children's reading across KS1 can be assessed to highlight gaps and/or progress in reading. Sandwell is a maths diagnostic assessment used for children with gaps in their mathematical development;

Boxall Profile is used to assess selected children's emotional development.

2.9 Curriculum

2.9.1 The curriculum is based on national guidelines. Teachers set suitable targets, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for both individuals and groups of pupils. Learning intentions are made explicit and activities may be adapted or planned separately as appropriate.

2.9.2 There is a flexible approach to the curriculum so that teachers or classroom assistants may withdraw children as groups or individuals in order to meet negotiated targets. Children with SEND engage in a variety of activities with their peers in both curricular and non-curricular sessions.

2.9.3 The SENDCO monitors the differentiated curriculum provided for children with SEND and supports class teachers and LSAs with their planning on request.

2.9.4 On transfer between the phases of education and to other educational establishments, including Special School, we liaise as appropriate with the relevant staff on behalf of children with SEND.

2.10 Criteria for Success

2.10.1 The success of the SEND Policy will be reviewed annually using measurable targets such as the number of pupils on the SEND register, those that have made good progress and information relating to specific targets. The governors must report on the effectiveness of the school's provision for children with SEND. They may wish to consult support services used by the school, other schools or parents.

2.11 SEND Funding

2.11.1 Hampshire County Council (HCC) allocates money to the school for children receiving SEND support. This forms part of the budget share. The school can also be allocated extra money for children with Education, Health and Care plans to enable the school to make the special additional provision set out in the plan.

2.11.2 The allocation of funds is reviewed annually as part of the budget preparation process, but typically, the SEND budget provides for:

- The SENDCO - assessment of pupils, working with groups or individuals with learning or behavioural difficulties, meetings with parents, teachers, outside agencies, LSAs, monitoring programmes, developing and updating pupil passports alongside colleagues, organising annual reviews of EHC plan, updating the register, etc;
- School intervention programmes e.g. (ELSA, speech and language support, Precision Teach);
- LSA's providing support with interventions such as Precision Teaching, First Class at Number;
- In class LSA support, 1:1 or groups;
- Learning resources for staff and children;
- Delivery of speech and language programmes to specific children;
- Behaviour support and social skills training for specific pupils;
- Special educational provision specified in EHC Plans;

- 2.11.3 The statutory assessment process is available for any child with SEND who could be eligible for extra support according to Hampshire criteria for statutory assessment.

2.12 Concerns

- 2.12.1 Any concerns about the provision made for a child with SEND should initially be made to the class teachers who will consult the SENDCO. This will be dealt with promptly and will if necessary involve the Headteacher.

2.13 INSET

- 2.13.1 Priorities for SEND In- service Training (INSET) are part of the 'School Improvement Plan' (SIP). The SENDCO and other staff as necessary attend training arranged outside the school by the County and other providers. The Inclusion Leader or other providers may lead INSET as necessary.

2.14 Support Services

- 2.14.1 Padnell Infant School strongly values the support of external agencies and encourages a multidisciplinary approach whenever necessary. As part of Management Partnership the school subscribes to all support services provided by HCC including, Education Psychology and The Primary Behaviour support Team. We also work with

LA's Advisory Teachers,

Speech and Language Therapy,

STAS (Specialist Teacher Advisory Service),

Occupational Therapy,

CAMHS,

Social Services,

Child and Family therapy

Outreach providers

EMTAS

Hampshire Health Authority

2.15 Partnership with Parents

- 2.15.1 We actively seek to work with parents and value the contribution they make, seeking their involvement as part of the home/school partnership of Padnell Infant School.
- 2.15.2 Appointments can be made for parents to discuss the needs of their children with class teachers. Parents can also meet with the SENDCO. Parents are invited to termly parents' meetings to discuss progress and share pupil passports. These are with both the class teacher and the SENDCO should a parent request it. They also receive an annual report. Parents will also have access to Provision Mapping which allows them to log online to view their child's SEND passport and support plan.

2.16 Links with Other Schools

- 2.16.1 The SENDCO and/or class teachers liaise directly with the feeder pre-schools to discuss children with SEND who will be joining Padnell Infant School and also liaises with the SENDCOs at local Junior Schools to discuss the transition of Year 2 children with SEND. The SENDCO also attends regular SENDCO circle meetings to network with other SENDCOs and attends regular update training. SENDCOs from Padnell Infants and Juniors work closely together throughout the year to keep good links between the two schools.