Newport Infant School and Nursery

Special Educational Needs and Disability Policy

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Policy Lead	**Lorna Cross**
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At Newport Infant School and Nursery we hold all our children in high regard and work together to ensure they are well cared for, safe, healthy, well educated and enjoy life. We aim to deliver a SEND offer that meets the needs of all children with a Special Educational Need and/or disability and allows them to reach their full potential.

Definition

As defined in the Special Educational Needs and Disability Code of Practice 0-25 (published Jan 2015)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools"

We recognise there is a wide spectrum of SEND covering the four main areas of need:

- communication / interaction
- cognition / learning
- social, emotional and mental health
- Sensory and/or physical

Principles and Aims.

- To give each child full access to a broad, balanced, relevant education including the Early Years Foundation Stage Curriculum, the National Curriculum, enrichment activities and extra-curricular activities.
- To enhance the development of each individual child, taking into account intellectual, social, emotional and physical aspects of that development.
- To integrate children with additional needs, taking into account the needs of the individual, the needs of other children and the efficient use of resources.
- To support children with educational needs with personalised learning and/or behaviour programmes and where appropriate additional resources and/or support assistance.
- To recognise the importance of early identification of children with special educational needs.
- To work in partnership with the parents and child.
- To assess and monitor the child's progress carefully and to keep records of the personalised learning plans and teaching strategies used.
- To ensure close co-ordination and co-operation between staff and other professional agencies (such as Learning Support Advisory Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapy, Social Services, Health Authority agencies etc) in order to fulfill our responsibilities towards the individual child.

Admissions and Inclusions

Our admissions procedures are fully in line with the LA Policy, and we admit pupils who are already identified as having special educational needs, both with or without an EHCP. Each case is considered individually, in consultation with the parents and/or the LA to provide the optimum outcome for the child. In order to achieve this, we work closely with parents and professional agencies to meet the child's special educational needs. We ensure continuity of provision through liaison with pre-school settings and staff from other schools, where necessary.

Our specialist SEND Resource provision 'The Den', follows an admissions pathway set by the LA SEND team. This is done in consultation with outside agencies and nurseries. Children will not get a place in the provision through the normal LA Admission arrangements, and if you are seeking a place in the provision, you should consult with the SEND team at the local authority as soon as possible so the pathway can be followed and see if the child meets the criteria.

Entry Criteria for 'The Den'

1. Communication and interaction, including those with Autism, with associated cognition and learning difficulties must be the priority needs as judged on the basis of the available evidence.

- Admission will be considered in the Early Years (pre school)
- Exceptional admissions, in year 1 or year 2 would require a coordinated, individualised provision arranged and managed in conjunction with other agencies.
- The child has access to high needs funding or an EHC Plan which indicates that C&I needs are the primary need.
- The provision is not suitable for children with a primary need of SEMH. If the child has behavioural needs relating to aggression/violence, the provision will be only be considered where this has been triggered by debilitating levels of anxiety associated with their communication and interaction/cognition and learning needs.

Working in partnership with parents

We acknowledge that parents hold key information and have a critical role to play in the education of their child. Through our home school agreement we seek to set up a partnership with parents where we all recognise our joint responsibility towards the child, including those with SEND. We also ask for parental support to complete the SEND Pupil Profiles about the child, updating these each year. Parental support is sought from the initial stages of identifying any additional needs that a child may have. Information on SEND support in our school is then given to ensure parents are provided with practical advice and emotional support on issues relating to their child's particular needs. There is also information on Parent Forums (for example Parents Opening Doors (PODS). School actively seeks to consult with parents and keep them informed in the following ways:

- Open door policy, so parents can speak to the Class Teacher and/or SENDCo about any concerns or for advice. This can be face to face, via email, phone or over our class dojo messaging service.
- Giving out Advice Leaflets on how parents can support their child's learning at home and guidance as to SEND procedures and practice
- By receiving termly updates on the child's individualised targets in their APDR document (assess, plan, do, review)
- Advice, guidance and support though our SENDCo led Coffee Mornings/Afternoons
- Annual Reviews for children with EHCP's

- We publish our SEND offer on the website, in the form of a SEND Information report. The Governing Body conform to the requirements of this document as stated in the Special Educational Needs and Disability Code of Practice 0-25 (published Jan 2015) , section 6.79

We value parental contributions in any decision-making procedures. Parental permission is always sought before the child is referred to any outside agency.

Pupil Participation

All children in our school are encouraged to share in the monitoring of their work and in evaluating their progress. Their views are sought when writing and reviewing the targets on their APDR and participate in writing their SEND Pupil Profile.
For children with an EHCP, targets will reflect on any objectives set by outside agencies involved in the provision made for the child and will be linked to the objectives of the plan. Children will be asked to express their views during the Annual Review process.

Teaching and Learning

Teaching children with a Special Educational Need is a whole school responsibility expected of all staff.

- Each class teacher has responsibility for teaching pupils with SEND and meeting their needs.
- Planned work should take account of individual children's needs, ability and learning style.
- Adaptive Teaching involves carefully planned learning which caters for need and allows children to reach the same goal. This may include pre-teaching of some skills or vocabulary, scaffolding the learning, flexible groupings, carefully planned seating arrangements, ensuring teaching connects new content with pupils' existing knowledge, building in additional practice; reframing questions to provide greater scaffolding; and intervening within lessons to support individuals and small groups .
- Work should take account of the Early Years Foundation Stage Curriculum and the National Curriculum.
- Work may be part of the topic or based on basic skills and concepts.
- Teaching may be in a group or on an individual basis and where appropriate in class or by withdrawal.
- Teaching may involve the use of extra resources and arrangements that support individual SEND, as well the use of symbols e.g. on our learning labels or visual prompts. As a school, we use Widgit symbols to enhance understanding for all learners. It is used to enhance learning of new concepts and vocabularies, supporting communication and organising and labelling.
- Teaching should encourage the child to work independently and to concentrate on the task in hand.
- Teaching should involve the child in evaluating their own progress.
- We acknowledge that children with social, emotional and/or behavioural problems may have difficulties in learning and may inhibit other children from working and we endeavour to use a range of strategies for managing behaviour problems. For further information on approaches, please see the school Behaviour Policy.
- Children may access a range of interventions. These sessions aim to address specific targets identified on their personal learning plans. The targets are reviewed on a three-weekly rolling programme by teachers and Teaching Assistants.

Specialist SEND Resource Provision

- Our school has a specialist SEND Resource Provision called 'The Den', which caters for children with the most complex needs who need a bespoke offer. The provision has 8 children from across YR – Y2. The aim is to support the children in The Den, whilst ensuring they are fully included in aspects of school life. Inclusion is a key principle. Mrs Cross is the teacher and she has many years experience working in both mainstream and specialist settings. She is the SENDCo for our school.

Identification and Assessment

At Newport Infant School we feel it is vitally important to make an early identification of any child who may have special educational needs. Intervention/provision can then be made for these children which is additional to or different from that of the rest of the class.
Identification of a Special Need is based on:

- staff observation/assessment
- concern expressed by parent/family
- concerns expressed by the Early Years setting
- Health Service/Telford Children's Centre advice

The triggers for concern may include:

- Making little or no progress despite differentiated class/group teaching or participating in interventions.
- Showing signs of difficulty in developing literacy or numeracy skills.
- Presenting persistent social, emotional or behavioural difficulties.
- Having sensory or physical problems.
- Having communication and/or interaction difficulties.

STAGES OF ASSESSMENT

The act of placing a child on the SEND register is seen as either

- a need to make provision above and beyond that usually offered to children in school
- or tailored specifically to meet the needs of the child.
- or a commitment to ensure that a child accesses a range of provision open to a number of children in school SEND and non-SEND.

Initial Intervention
When teachers have concerns, they will complete a Concern Form and give to the SENDCo. Children may receive support purely within the classroom setting with targeted support by the Teacher and Teaching Assistant as part of the normal course of the day and adaptive teaching. Children may be added to the SEND Register kept by the SENDCO, listing children about whom concerns have been raised.

They may, where appropriate access intervention groups that will support them in meeting the targets of their APDRs.

If a child continues to make little or no progress despite the individualised learning/behaviour programme the Class Teacher and SENDCO, may consider access to outside agencies who may offer specialist

assessment or support, with the parent's knowledge and permission.

Intervention with outside agencies

Referral to external agency e.g.

- Bee U for assessments of the child's emotional or communication needs including ADHD, Autism and Mental Health.
- Learning Support Advisory Teacher (LSAT) for assessment of learning problems and advice on programmes and resourcing.
- Behaviour Support Advisory Teacher (BSAT) for assessment of behavioural/emotional difficulty, advice on programmes/strategies and in-service for staff.
- Educational Psychologist for more detailed observations and assessments, to give advice on programmes and in-service training for staff.
- Health Authority agencies including Hearing/Visually impaired; Disabilities team; Speech and Language Therapists.
- Social Services

Children will receive support within the classroom setting with targeted support by the Teacher and Teaching Assistant that addresses the targets set by school and those set by the outside agencies involved with the child's progress. They will access appropriate intervention groups that support them in meeting the targets of their APDR.

Education Health Care Plan (EHCP)

For a very small minority of pupils, where a child has accessed the interventions and individual targeting and provision in line with the advice of outside agencies and there has been no progress made in narrowing the gap between their attainment or behaviour compared to age-related expectations, a statutory assessment may be requested through an Education, Health and Care Needs Assessment (EHCNA). In order to proceed with this route, their needs to be evidence of a significant need met only through a highly adapted provision, shown through cycles of a graduated response. EHCNAs can take place as a result of School or Parental request to the LA for Statutory Assessment, and this is a 20 week process.

The EHCP drawn up by the LA in consultation with external specialists specifies the long and short term outcomes and the necessary provision required to meet the needs of the child.
An Annual Review of the EHCP is held when parents, school and professionals involved are able to consider the progress the pupil has made; set new learning outcomes and determine whether any amendments should be made to the EHCP.

When a child is granted an Education and Health Care Plan (EHCP) they will receive funding for a package of support that will include individual, small group and intervention group time. It is the responsibility of the headteacher, class teacher SENDCO to organise this package in order to best address the objectives set by the authority within the Plan.

Inclusive School Forum

- When the school presents a child at the ISF panel (which meet monthly), advice may be given of further strategies or interventions to use. If the school have asked for funding, the panel will also decide which level of funding is required, based on the evidence and the costed provision map

that the school have submitted. The funding is often equivalent to funding received through an EHCP. A decision is made and school is informed within 10 days of the meeting.

- Funding is on an annual basis so if after one year, it is felt the funding needs to continue, an Inclusive School Evaluation Form is required, stating the progress made and a new costed provision map which details how the funding will be used in the next year.

Success Criteria

To judge the success of our Special Needs Programmes we use all/some of the following indicators:

- removal of pupil from SEND register
- success in meeting Personalised Learning Plans targets
- progress in reading/writing/spelling/numeracy work in class
- progress in social, emotional benchmarks (often using The Boxall profile)
- parental satisfaction

Complaints Procedure

Any parent dissatisfied with the SEND provision for their child is able to discuss this with the Class Teacher and/or SENDCO and Head Teacher. If their concerns remain they are able to contact the Governor with SEND responsibility who would bring the matter to the Governors' attention if necessary.

Responsibilities of the Special Educational Needs Co-ordinator

The SENDCO is responsible for-

- Keeping up to date with legislation
- Overseeing the ongoing operation of the SEND policy
- Ensuring all statutory duties are met with regards to SEND
- Co-ordinating provision for children with SEN
- Ensuring there is liaison with parents and other professionals in respect of children with SEND
- Managing and training learning support assistants
- Advising and supporting other practitioners in the school
- Contributing to CPD of staff
- Ensuring that appropriate APDRs are in place and that relevant background information about children with SEND is collected, recorded and updated
- Liaising with relevant external agencies
- Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of children with SEN
- Completing paperwork for pupils and presenting at panels, eg. ISF and EHCNA
- Ensuring the school SEND Information Report is up to date and published on the website
- Completing referrals for pupils needing external professional involvement

School based records

The SEND Register is kept by the SENDCO and Business Manager
Copies of SEND documents are stored electronically on our secure sharepoint.

SENDCO - Mrs Lorna Cross
SEND Link Governor - Mrs Jackie Lewis