

Special Educational Needs and Disabilities Policy

Carterhatch



Infant School

Adopted By Governing Body:

Co Head: Adrienne Barrell and Sarah Clements

Review Date: September 2022

Next Review: September 2024

AIMS AND REQUIREMENTS

At Carterhatch Infant School, we believe all children have a right to fulfil their individual potential and we endeavour to provide the facilities required to achieve this. It is our aim to identify children with special educational needs as early as possible and to provide appropriate support to maximise their future success. We aim to provide the best start in life for all our children – no excuse – no compromise.

The governors and staff at Carterhatch Infant School aim to identify the learning difficulties of all children with special educational needs to ensure that all special educational needs and disabilities are accommodated effectively, by

- developing inclusive teaching strategies
- enhancing the content of the school's curriculum to ensure it is accessible to all
- creating specific resources within the school which support the progress of all the children
- continually developing the awareness and knowledge of all staff through training and inset
- ensure our ethos is

They will have regard to the *Special Educational Needs and Disability Code of Practice* and any government guidance that supersedes it when carrying out their duties toward all children with special educational needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As defined in The Education Act 1996, is 'a child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for them'.

A disability is 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities'.

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
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority.

Special education provision is provision that is additional to, or different from, that which is available at a universal level to all children.

A child will not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught. Only those who have Special Educational Needs / Disabilities (SEND), as defined in the SEND Code of Practice, alongside English as an Additional Language will be included on the SEND register.

Children with Social, Emotional and Mental Health (SEMH) difficulties also need our consideration when defining special needs, particularly if these difficulties hinder their learning or the learning of others. Our approaches to these difficulties are clearly stated in our Behaviour Policy.

STATEMENT OF PRINCIPLES

At Carterhatch Infant school we value all children in our school equally.

- We have a whole school commitment to identify and meet the special educational needs of children at the earliest opportunity. In this we can draw on the resources of the whole school and individuals' expertise and provide appropriate support.
- All children are entitled to be given maximum possible access to a broad and balanced curriculum, including the National Curriculum.
- Every child is entitled to have his or her particular strengths and needs recognised and addressed.
- All children are entitled to experience success and teachers should be sensitive to particular talents/interests/strengths of all children, particularly those with special needs in order to develop self-esteem and self-worth.
- Children with SEMH difficulties should be recognised as having a need and strategies/support provided in a positive manner.
- The type of support provided for children with special needs will be decided on the rationale of what will be most beneficial for each individual child.
- The school supports a policy of integrating children with special needs, where we are able to meet the needs of such children, together with those of the rest of the class.
- We will work together with parents, the Local Authority and outside agencies.

KEY ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

At Carterhatch Infant School the overall day to day management and responsibility for special educational needs within the school is with the Special Educational Needs and Disability Co-ordinator (SENDCo). The SENDCo is a qualified teacher working at the school, who must hold (within three years of their appointment) a National Award in Special Education Needs Co-ordination. Our SENDCo is Rebecca Castle.

The SENDCo is supported by the Co-Head Teachers and designated SEND Governor.

At Carterhatch Infant School the designated Governor for SEND is Aynur Duman.

However, meeting the needs of children is the responsibility of *all* staff in our school.

The SENDCo is responsible for:

- overseeing day to day operation of the schools SEND policy
- co-ordinating provision for children with special educational needs, including interventions
- developing and disseminating good practise
- liaising with and advising teachers and learning support assistants and providing advice and practical support about approaches to identification, assessment and intervention within the SEND Code of Practice 2015 (updated April 2020)
- managing and supporting the professional development of teachers and learning assistants, ensuring that specific SEND training is available to everyone and coordinating and contributing to in-service training relating to special educational needs
- maintaining the school's SEND register and over-seeing the records of all children with special educational needs and ensuring these are kept up to date
- tracking progress of children with SEND
- managing Education Health and Care Plans
- managing the Inclusion team with the school
- monitoring and evaluating impact of interventions
- liaising with and strengthening links between parents/carers of children with special educational needs
- liaising with external agencies to support children and families

- liaising with the Co-Heads and the SEND designated Governor to ensure the school meets its responsibilities with regard to the SEND Code of Practice 2015 (updated April 2020).
- developing links with existing SENDCo networks to be well informed of current legislation, borough and national issues, and SEND
- advising on the deployment of the school's delegated budget and other resources to meet child's needs effectively
- securing and accessing additional funding for SEND provision within the school

The Co-Head Teachers are responsible for:

- day-to-day management of all aspects of the school's work, including provisions for children with SEND
- liaising with SENDCo and the SEND designated Governor to ensure the school meets its responsibilities with regard to the SEND Code of Practice 2015 (updated April 2020)
- deployment of the school's delegated budget and other resources to meet child's needs effectively

The special educational needs designated Governor is responsible for:

- assisting in the formulation of the special educational needs policy
- monitoring the implementation of the special educational needs policy
- liaising with the head teacher, SENDCo and governing body
- providing the governing body with information to enable them to fulfil their statutory responsibilities with regard to special educational needs

Whole School Responsibility

We acknowledge 'Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.' (SEND Code of Practice 2015, updated April 2020)

Provision for minimising barriers to achievement is the responsibility of the whole school, where all members of staff have important day to day responsibilities.

All teachers are teachers of children with SEND.

Within each class there is a continuous cycle of evaluation, assessment and planning, which takes into account a wide range of abilities, interest and learning styles of the children. The majority of children will learn and make significant progress within these arrangements. Children whose attainment falls significantly below the expected range have special educational needs. Targets and provisions for such children will be planned and regularly reviewed by the teacher following discussion with the SENDCo, parents/carers, the individual child and support staff.

All class teachers are responsible for:

- valuing all children and helping them to develop self-esteem
- assessing individual strengths and learning difficulties
- providing an inclusive curriculum
- identifying children with special educational needs and devising interventions additional to or different from those provided as part of the school's usual differentiated curriculum
- bringing the needs of individual children to the attention of the SENDCo and parents/carers
- managing the classroom environment to promote optimum learning opportunities
- planning and deploying learning support assistance to best meet the needs of children with SEND
- maintaining and passing on all records
- liaising with parents/carers, colleagues, the SENDCo, the Co-Heads and other agencies

PARTNERSHIP WITH PARENTS/CARERS

The relationship between parents/carers of children with special educational needs and the school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Class teachers will always discuss the learning and development of their child with parents/carers and address any concerns. We aim to foster an atmosphere of mutual trust and openness. This is important if we are to work in partnership to provide the necessary support. We also feel that it is important for parents to be able to voice their concerns about their children and they are always encouraged to come in and discuss these matters with class teachers and/or the SENDCo.

Parents/carers are encouraged to:

- communicate regularly with the school staff and alert them to any concerns they have about their child's learning or provision
- attend review meetings and inform the class teacher of any problems that occur between review meetings
- work with school staff and outside agencies to regularly set clear outcomes and review progress towards them
- be well informed and ask questions about the activities and support that will help their child achieve
- take an active responsibility in supporting their child at home and at school
- provide the class teacher and the SENDCo with all relevant information about issues that may be affecting their child's progress
- work with external agencies in supporting their child

INVOLVEMENT OF CHILDREN

We recognise that 'all children have the right to be involved in making decisions and exercising choice'. (SEND Code of Practice 2015, updated April 2020). We are committed to finding ways to enable all children to have a voice.

Children are encouraged to:

- state their views about their education and learning
- identify their own needs
- to participate in and share ideas for individual target setting (child led targets)
- self-review their progress and set new targets
- to participate in support plan/annual reviews, EHCP meetings
- to recognise their own strengths and talents
- to know their own areas for development

All children with SEND have an advocate who supports them to be involved and to ensure their views are shared through 'All About Me' work.

IDENTIFICATION, ASSESSMENT AND SUPPORTING CHILDREN WITH SEND – THE GRADUATED RESPONSE

Early Identification

At Carterhatch Infant School we believe early identification is crucial.

We liaise with pre-school agencies, nurseries and previous schools/settings to gather relevant information in order to identify those children who may require SEND provision. The SENDCo will accompany EYFS staff on home visits for those children. The knowledge and expertise and views of the parents will be actively sought and acknowledged.

In school, teacher's ongoing assessment of each child, together with context based assessments and observations, will provide information about areas where a child is not making adequate progress.

If a teacher judges that a child in their care is failing to make expected progress or is failing to thrive in some other way, there are questions around development or access to learning, they will raise an Initial Concern. The teacher will discuss this with the SENDCo through termly progress review meetings, and consider how best to support the child's learning needs.

The teacher will adapt planned activities further or else make separate provision to meet the needs of that child. Further assessments and observations may be planned and alternative strategies, resources, teaching methods and styles will be considered and implemented to support the child's learning.

If the child makes progress and responds to this level of support, the class teacher will continue to monitor and support the child within the class. If they no longer require support, the Initial Concern will be closed.

If planned intervention does not lead to adequate progress, the SENDCo and class teacher will further work together to review the strategies that have been implemented and consider what happens next. If through this process of assess, plan, do and review, concerns remain this may lead to the conclusion that the child requires help over and above that which is normally available within the class or curriculum and at this point would identify a need for a child to be placed on the SEND register for SEND support.

Parents/carers are involved at every stage from initial identification. The class teacher will meet with the child's parents or carers regularly and work co-productively to plan next steps. The SENDCo will be informed and will offer advice where appropriate.

SEND support and interventions

At Carterhatch Infant School, all children in receipt of SEND support will have a Personal Support Plan in place.

Following analysis of a child's needs, overarching aims will be identified. Outcomes for the child will be considered and targets will be set. Provision and interventions/support that needs to be put in place to ensure targets can be met will be identified.

This will be done with the family and school working together co-productively, with any outside agencies involved as appropriate.

The SENDCo, alongside the class teacher and parents/carers, will consider a range of additional resources that may be appropriate. This may involve the introduction of learning programmes, adapting materials in the classroom or small group support. Interventions are planned according to the needs of identified children. They are closely linked to identified needs and closely monitored for impact and outcome. The whole school provision map details current interventions.

Regardless of the level of intervention, all children remain valued members of their mainstream class.

The responsibility for management of Personal Support Plans remains with the class teacher with support from the SENDCo, Pastoral Support Leaders and Learning Support Assistants, where appropriate.

Quality first teaching practises for SEND will be employed in every classroom. Interventions and support from the Inclusion team, is considered additional to this and not a replacement for. The SENDCo and class teacher will have regular discussions at SEND child progress meetings on the outcome of interventions and progress made.

If a child makes adequate progress and begin to close the gaps, with continued support in place and the class teacher monitoring to ensure continued progress, they will be removed from the SEND register.

Children might have special educational needs for most or all of their time at Carterhatch Infant School or they might have special educational needs for a shorter time. Support will be given appropriately.

Educational Health Care Plan (EHCP)

If a child has complex needs the school or parents can request an assessment of the child's needs and apply for an Educational Health and Care Plan (EHCP). The Local Authority will apply set criteria for determining whether this can go ahead. This is a decision made by the Local Authority and not the school. The parents, school and outside agencies, through this fairly lengthy process, are consulted. If the Local Authority is satisfied that the child's needs are complex, a draft EHCP may be drawn up for school, professionals and parents to agree on. Once agreed the EHCP will be put in place.

Outside Agencies

In order to provide additional support, a child may also receive an assessment from a variety of outside agencies. If concerns are raised that a child is making little progress, despite well founded support that is matched to the child's area of need or if access to additional advice and support regarding a child's needs is felt appropriate, the school will consider involving outside agencies. This will always be discussed with parents/carers prior to a referral being made and in working co-productively if agencies become involved.

The outside agencies we currently work with are

- Educational Psychologist
- Behaviour Support Services – Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning (SWERRL)
- Enfield Joint Service - Children with Learning Difficulties and Disabilities - Cheviots
- Educational Welfare Officer (EWO)
- Parent Support Services (PPS)
- Early Years Social Inclusion (EYSI)
- Child & Family Services (CAMHS)
- Speech and Language Service
- Social Services
- School Nurse and Community Health Services – Physiotherapy and Occupational Therapy, Consultant Paediatricians and Health Visitors
- Pre-School Support Agencies
- Hearing or Visual Impairment Services

Outside agencies will support the school in making provision for child. This make take the form of attending review meetings, setting up programs of support, planning provision and interventions, advise around resourcing or referring onto other agencies.

MONITORING, EVALUATION AND RECORDING

School SEND Meetings

Class teachers meet with parents/carers regularly and any concerns regarding children's progress, development or learning would be discussed during this meeting.

For children whom are being tracked through Initial Concern or accessing SEND support, a review meeting to include parents/carers and relevant school staff will take place each term.

During such a meeting progress will be reviewed, clear targets set and a discussion will take place around the activities and support that will help the child achieve and make progress. Co-production is encouraged at all times and the contributions made by staff, parents/carers and children will be identified. Review minutes will be taken and updated Initial Concern Forms or Personal Support Plans (PSP) will be distributed to all relevant persons.

For children with an EHCP, in addition to termly review meetings there is also a statutory Annual Review of the EHCP which takes place annually.

Recording progress

Regular observation and assessment of the progress of individual children provides information about the areas where a child is making progress and where they may need further support. This is known as the 'assess, plan, do review cycle' as stated in the SEND Code of Practice 2015 (updated April 2020).

Progress is monitored through achievement towards targets, as well as through class teacher assessments. In the EYFS all children's progress is tracked through the Early Years Development Matters. In Key Stage One, the progress of children functioning below age related expectations, because of a special educational need, will be tracked through P Levels and Pre-Key Stage assessments. For children with Autism, the Autism Progression Framework is also used.

Monitoring and evaluation

The SENDCo, with support from colleagues, tracks the progress of all children with SEND.

The impact and effectiveness of all interventions is also tracked by the SENDCo.

A yearly SEND audit and subsequent SEND action plan, linked to the SEF and Whole School Action Plan, ensures SEND provision and practise throughout the school is closely monitored.

ADMISSIONS

The school follows the Admissions Policy of the London Borough of Enfield, which sets out criteria for the admission of children to primary schools.

In general, children are admitted from the area nearest to the school with siblings having priority. This will, therefore, include children with special needs, unless decisions have been made that they should begin their education elsewhere.

The school aims to make the school accessible to children with any special educational need and will make any modifications it can to the building or the curriculum. Ways of making the school more accessible are reviewed regularly through the Access Plan.

COMPLAINTS

If parents have any worries, concerns or would like further information with regard to SEND they should in the first instance contact the Class Teacher. Having approached the Class Teacher parents may feel that an issue has not been resolved and may wish to consult with either the SENDCo or one of the Co-Heads.

We strive to deal with any problems in co-operation with parents or carers. However, as

indicated in this policy, we aim to make sure that children's needs have been identified and are being met, wherever possible, from within the resources of the school or by both the school and the Local Authority. Despite our best intentions, there may be occasions when parents may feel that the school has not adequately met their child's needs, or has not recognised that their child has special educational needs. We would ask parents to take note of what is stated in this policy and our SEND school offer (featured on our website) as to what special educational provision is normally available within the school and the ways that children will have access to that provision. Parents can access our school complaints policy which is on our school website.

STAFF TRAINING/DEVELOPMENT

As part of staff development, we regularly identify where further knowledge is needed. The school is committed to developing all the staff and offering opportunities for training. This training takes the form of staff meetings, Local Authority courses and courses provided by specific agencies. It involves both teaching and learning support staff. The information is disseminated at staff meetings and INSET days or to groups of staff or individual staff where appropriate.

The SENDCo regularly meets with staff to assist in writing Personal Support Plans and planning provision. Meetings are also arranged between class teachers and outside professionals, where necessary in order to inform their planning and teaching. As appropriate all teaching and non-teaching staff will be involved in the development of the SEND policy and fully aware of schools procedures for identifying, assessing and making provisions for the children with SEND.

RESOURCES

Carterhatch Infant School has an amount of money identified within our overall budget, called the notional SEND budget, this is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

As part of its normal budget planning, the school determines its approach to using their resources to support the progress of children with SEND. The SENDCo, co-head-teachers and governing body will establish a clear picture of the resources that are available to the school. They will consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as Pupil Premium.

Our budget is used to support increased inclusion. Money allocated to SEND is used for provision that is additional to, or different from, provision made generally for children in the school.

LINKS

Please refer to the following for additional information about policies and procedures that link with SEND;

Equalities Information Report

Behaviour Policy

Accessibility policy

Additional information on Special Educational Needs can be found on our SEND School Offer, this is located in the policies section on the school website.

www.carterhatchinfants.com/school-information-and-policies/

STATUTORY GUIDANCE

SEND code of practice: 0 to 25 years 2015 (updated April 2020)

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

Rights, Responsibilities and Recommendations

“ The 3Rs” www.enfield.gov.uk

The Disability Discrimination Act (DDA) 1995

<http://www.nidirect.gov.uk/the-disability-discrimination-act-dda>