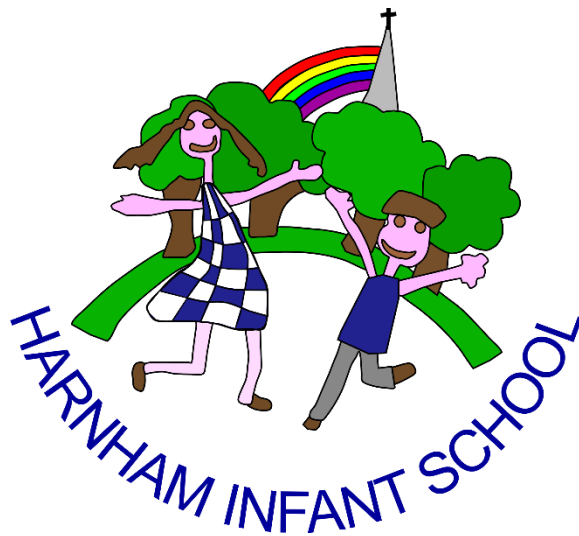


Harnham Infant School

SEND Policy



Reviewed by Curriculum Committee: November 2021

Signed on behalf of Governors:

Signed on behalf of Staff: 

Review date: November 2022



Harnham Infant School

Special Educational Needs Policy 2021-22

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

1. Equality Act 2010: advice for schools DfE Feb 2013
2. SEND Code of Practice 0-25 (July 2014)
3. Schools SEN Information Report Regulations (2014)
www.sendgateway.org.uk
4. Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
5. The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
6. Accessibility Plan

This policy was created by the SENDCo in liaison with the SEND Governor – Mrs Lorraine Batchelor, as well as staff and parents of pupils with SEND.

Contact Details

The SENDCo for Harnham Infant School is Laura Pike. She can be contacted via the school office or by emailing inclusion@harnham-inf.wilts.sch.uk

Beliefs and values around SEND

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupils who have Special Educational Needs and / or Disabilities and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers and teaching assistants are able to identify and provide for those pupils with Special Educational Needs and Disabilities to enable them to participate in the activities of the school along with other pupils, so far as reasonably practical and compatible with their special educational provision and the effective education of the pupils with whom they are working.

The school will have regard to the SEND Code of Practice 0-25 (July 2014) whilst carrying out its duties and will ensure that parents are consulted about the provision of SEND that is being made for their child.

Partnership with parents/carers play a key role in enabling children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting that child. All parents/carers of children with SEN and or Disabilities and the children themselves will be viewed as partners and supported in playing an active and valued role in their children's education.

Aims

- To recognise that children may require additional support at any time during their school life. This may be as a result of learning difficulties, physical or sensory impairment, behaviour or emotional needs.
- To provide all children with the opportunity to maximise their potential through the delivery of a broad, balanced and appropriate curriculum.
- To develop self-esteem through showing each child they are unique, valued and by praising all personal achievements.
- To develop the social, moral, spiritual and cultural understanding of each child.
- To ensure that pupils with Special Educational Needs are as fully involved in the life of the class as possible.
- To meet the needs of pupils within the classroom, wherever possible.

Objectives

- To ensure that all children with SEND will have a plan which will show what different or additional support they might need.
- If appropriate children will have 'My Individual Support Plan'. This will set regular targets to support the children in achieving small steps. These will be reviewed termly and shared with parents regularly.
- If needed, Harnham Infant School will request advice from outside agencies and together with the child's teacher and parents, a My Support Plan will be developed.
- To identify and monitor pupils' individual needs at the earliest possible stage, so that the necessary provision can be made.
- To plan, where appropriate, an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set in the child's Support Plan or My Individual Support Plan are Specific, Measurable, Achievable, Realistic and Time Related (SMART).
- We aim for each child to practice their targets at least twice a week and record their progress.
- To work in close partnership with parents/carers of pupils with Special Educational Needs.
- Where appropriate, to involve pupils in the identification and review of their targets identified in their Support Plan or My Individual Support Plan.
- To raise self-esteem of pupils with Special Educational Needs through the identification and acknowledgement of the progress they achieve.
- To ensure that all those who are involved in the child's learning understand how best to support the child.

Identifying SEND

SEND is divided into 4 types:

Communication and Interaction – this includes children with speech and language delay, impairments or disorders, hearing impairment and those who demonstrate features within the autistic spectrum.

Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and or Physical Needs – this includes children with sensory, multi-sensory and physical difficulties.

The purpose of identifying the 4 types of SEND is to enable the school to take appropriate action – it is not to fit a child into a particular category.

Children may also have other needs which are not identified as SEND but may impact on progress and attainment

Behaviour difficulties – Behaviour difficulties do not necessarily mean that a child has SEN or a disability and should not automatically lead to a pupil being registered as having SEND. However, in practical terms behaviour issues may lead to children being on the SEND register so that they can access the appropriate support. Please see the Behaviour Policy for more details on how behaviour difficulties are supported at Harnham Infant School. Children in our school maybe referred to CAMHS, counselling or be invited to join the ELSA program.

Disability – Many children who have SEN 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 provides a relatively low threshold and includes more children than many realise: ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but they might need an Individual Health Care Plan (IHCP). However, where a child requires Special Education Provision they will also be covered by the SEN definition. A child who has a physical disability may need a PEEP (Personal Evacuation Plan) which will provide details of additional arrangements required to allow safe **evacuation** in an emergency e.g. a fire.

Slow Progress and Low Attainment – 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. These children will take part in additional intervention groups and might have specific targets through a My Individual Support Plan (MISP) to help them to make accelerated progress. Their progress will be closely monitored by the SENDCo and the class teacher and highlighted during termly pupil progress meetings.

English as an Additional Language – Identifying and assessing SEN for children whose first language is not English requires particular care; difficulties related solely to limitation in English as an additional language is not an SEN. If necessary, a referral to the EMAS service can be made to offer advice on how to support EAL

learners. It takes 5-7 years before children who are EAL can achieve academic fluency and they will often need additional support throughout Infant school.

Attendance and Punctuality – All children should attend school regularly and punctually so as to achieve the best possible education through an optimum use of their time at school. Poor attendance and lateness can lead to lower attainment and progress.

Health and Welfare – All children have a right to be protected from harm. Children cannot learn effectively if they do not feel secure.

Disadvantaged learners and Service Children's Grants – 'Disadvantaged Learners' refers to grants allocated for children who are, or have been, in receipt of Free School Meals and Looked After Children (all children looked after who have been in care at least one day in the year groups Yr R to 11) The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at pupils from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families.

Service Children's Grants refers to grants allocated to children whose parent/s are serving in the Military. Whilst the attainment of service children, on average, is above that of their peers, they face unique challenges and stresses. The extra funding will help schools focus on providing additional pastoral support to Service children.

As a school we observe two key duties:

We must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent them being disadvantaged.

The school's Equality Policy and objectives, along with the Accessibility Plan can be obtained via the school office or on the school's website.

Graduated approach to SEND support

This section sets out the process by which Harnham Infant School identifies and manages children with SEND.

Identification, assessment and review – The Code of Practice outlines a graduated response to pupils' needs. This response is seen as action that is **additional** to or **different** from the provision made as part of the school's usual differentiated curriculum and strategies.

Harnham Infant School will try to meet every child's needs within the classroom through ensuring that our planning and quality first teaching approaches meet the needs of all the children in our school. However, where through careful identification and assessment we and/or the parents/carer determine that a child is not making satisfactory progress, the class teacher in consultation with the SENDCo and the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class, we will further assist the child through SEND support.

The SENDCo tracks groups of children and then uses Pupil Progress Meetings to record and maintain information about the identification, assessment and provision for each pupil as well as those with SEND. Pupil Progress meetings takes place three times a year. A register is kept of pupils with SEND. Provision Maps, My Individual Support Plans and My Support Plans are used to record additional provision for pupils on the SEND register.

A graduated approach

At Harnham Infant School we adopt a high quality, inclusive teaching approach. The key characteristics of high quality teaching are:

- Highly focused lesson planning with sharp objectives differentiated to meet individual needs.
- High demands of pupil involvement and engagement with their learning
- High level of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Will use appropriate resources and approaches to remove barriers to learning for children with SEND

The Assess, Plan, Do and Review cycle for SEND

Assess - In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and if relevant, advice from external support services. Harnham Infant School will take seriously any concerns raised by a parent. These will be recorded and compared to the school's assessment and information on how the pupil is developing. As part of this information gathering process the school can use the checklists found in Wiltshire Graduated Response to SEND Support (GRRS) and in some cases, outside professionals from health, education and or social services may already be involved with the

child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo should contact them, providing that the parents agree and it is deemed appropriate.

Plan – Where it is deemed appropriate to provide a pupil with SEN support, this shall be done in consultation with the parents. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the Provision Maps, My Individual Support Plans and on One Page Profiles for each child as appropriate.

Do – The class teacher is responsible for working with the child on a daily basis. Where the interventions involve groups or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review – The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parents and pupil. Where a pupil has a My Plan (Education and Health Care Plan), the local authority, in co-operation with the school, must review that plan every 12 months (as a minimum). In addition, parents meet with the SENDCo and class teacher three times a year. Where a pupil has a My Support Plan, these are reviewed termly with SENDCo and class teacher. For children accessing interventions through SEN Support, reviews take place with parents three times year through parents evening or termly telephone calls.

Managing pupils needs on the SEND register

All children on the SEND register will have either a provision map, a speech and language plan, a My Individual Support Plan, a My Support Plan or a My Plan (EHCP), which details important information about the child, including their areas of strengths and weaknesses, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class

teachers, parents, pupils and other professionals will contribute to these working documents, which are updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where the SENDCo, parents and teacher will be involved in reviewing progress and setting new targets. The views of the child are sought before the meeting but due to the age of the children it is not appropriate for them to attend. Where children may struggle to verbalise their views, this might be in the form of a video, photographs, samples of work or use of visuals pictures to show what is going well and not going well.

Class teachers are responsible for evidencing progress according to the outcomes described in the Provision Map, My Support Plan or My Plan (EHCP). These are then shared with everyone involved with the child. The SENDCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

My Plan – Education and Health Care Plan (EHCP)

When, despite the school having taken relevant and purposeful action to identify assess and meet the SEND of the child, the child has not made expected progress, the school or parents might consider requesting a My Plan (EHC) assessment. The SENDCo will request a SEND Lead Worker to support parents and the school with this process.

Criteria for exiting the SEN Register

If it is felt that children are making sustainable progress, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meeting. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting pupils and families

- Pupils are welcome to read the Wilshire Local Offer at <https://www.wiltshire.gov.uk/local-offer>
- Parents are advised to read the school's SEN Information Report and Policy
- Parents are welcome to contact the school's Parents Support Advisor (PSA) – Mrs Chris Lister.
- Parents may also wish to contact other agencies to access help and support for their family and children.

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

The teachers liaise with colleagues within the school to ensure smooth transitions between classes and year groups. In addition, Harnham Infant School carefully supports pupils in the transition to the junior school through liaison with their SENDCo and teaching staff, plus additional meetings and familiarisation visits as appropriate and where deemed beneficial.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs and may have a My Plan which brings together Health and Social Care needs, as well as their Special Educational Provision and the SEND Code of Practice (2014) is followed.

Admission arrangements for pupils with SEND

Normal admission arrangements apply. The Admission Policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. If a child is transferring into the school with a My Plan/EHCP, or has been receiving extra support in their previous school or educational setting, the continuation of this support will be negotiated with the Wiltshire Council to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Monitoring and evaluation of SEND policy and provision

The school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice and the quality of teaching by the Head Teacher, Deputy Head and School Improvement Advisor (SIA) as well as Ofsted Inspectors.
- Analysis of pupil tracking data for progress and attainment, as outlined in the school's assessment calendar.
- Evaluation of intervention programmes.
- Pupil Premium tracking and analysis.
- Pupil Progress meetings.
- Monitoring of procedures and practice by SEND governor.
- School Self-Evaluation document (SEF).
- School Improvement Action Plan.
- Local Authority moderation process and OFSTED inspection arrangements.
- Meetings with parents and staff both formal and informal.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. In addition, SEN training is provided regularly at staff meetings for all teachers and teaching assistants.

The school's SENDCo regularly attends the Wiltshire Area SENDCo meetings and conferences along with more local cluster schools' SENDCo network meetings in order to stay up to date with local and national updates in SEND.

Roles and Responsibilities

Governor Roles

The Governing Body of this school must:

- Do their best to ensure that the necessary provision is made for any child who has Special Educational Needs.
- Ensure that where the 'responsible person' e.g. the Head teacher, SENDCo or the appropriate governor – has been informed by the LA that a child has Special Educational Needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in school are aware of the importance of identifying and providing for those children who have Special Education Needs.
- Ensure that a child with Special Educational Needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child's Special Educational Provision and learning needs.
- Report to parents/carers on the implementation of the school's policy for children with Special Educational Needs.
- Have regard to the Special Educational Needs and Disability Code of Practice (2014) whilst carrying out its duties towards all children with Special Educational Needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Be involved in developing and monitoring the school's SEND policy.
- Be familiar with and knowledgeable about the school's SEND policy, including how funding, equipment and personnel resources are deployed.
- Ensure SEND provision is an integral part of the School Development Plan.
- Ensure the quality of SEN provision is continually monitored.

SENDCO

Currently, the SENDCO is Laura Pike who is responsible for coordinating the provision of Special Educational Needs throughout the school.

This will involve:

- Day to day operation of the Special Educational Needs policy.
- Providing advice to staff and liaising with them on the completion and implementation of Provision Maps, My Individual Support Plans, My Support Plans and My Plans including reviews.
- Overseeing and maintaining designated SEND resources.
- Liaising with parents/carers of children with Special Educational Needs.
- Liaising with external agencies including the LA support and Educational Psychology service, Health and Social Services and Educational Welfare.
- Attending relevant courses to develop Special Educational Needs provision.
- Organising relevant in-service training of staff.
- Monitoring, evaluating and reporting on provision to the SEND governor on a termly basis.
- Co-ordinating provision for pupils with Special Educational Needs in liaison with the class teacher, Teaching Assistant and Head teacher.
- To liaise with the SENDCo from Harnham Junior School, or any other junior provision, to ensure a smooth transition from Year 2 to Year 3.
- To liaise with local nurseries and pre-schools and if needed, attend phase transfer meetings to help children settle well into our school.
- To contact and when necessary, visit the previous school of children who are moving to our school.

Class Teachers

Every teacher is viewed as a teacher of pupils with Special Education Needs, and it is their responsibility to effectively differentiate for and teach the range of pupils in their class. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with Special Educational Needs are fully involved in the life of the class and that their achievements both academic and non-academic are celebrated.

Children with SEN work in mixed ability groups for some subjects and share in jobs and responsibilities with other members of their class.

Teaching Assistants (TA)

The Teaching Assistants are a valued member of the teaching team in the area of Special Educational Needs.

Programmes of work are drawn up, modified and evaluated by the class teacher and TAs working together. The TA is responsible for supporting the teaching, recording the child's responses and reporting back to the class teacher on a regular basis. Each TA is assigned to work in a classroom in order to support the teacher with groups or occasionally with individual children who are in greatest need. We recognise that it is important that TAs facilitate access to learning and social interaction for the child without fostering dependence on their special relationship with the child and so "over protecting" them. The school is also aware of the need to socially integrate pupils with SEN, and holds regular social skills groups for children to lift their self-esteem and promote their interaction with other members of their peer group.

Speech and Language (TA)

Specific targets that have been recommended by a Speech Therapist, are worked on three times a week. Mrs Anna McGinley has been employed to specifically to ensure that KS1 children make progress towards their Speech and Language targets through her interventions with them. Regular review meetings take place with the Speech Therapist and SENDCo too.

Emotional Literacy Support Assistant (ELSA)

Where children may need additional support or have specific targets related to their social and emotional needs or behaviour, they may work with the school's ELSA, Mrs Lorraine Batchelor to help them make progress towards these. This is always in consultation with the class teacher and SENDCo and compliments the work in the classroom too.

Storing and managing information

Documents relating to pupils on the SEND register will be stored in the SENDCO's locked filing cabinet and cupboard. Electronic documents are stored on the secure schools' staff network and uploaded to CPOMS.

SEND records will be passed on to a child's next setting when he or she leaves Harnham Infant School. Storing and managing SEND records in line with Harnham Infant's Information Management Policy.

Any email relating to a child will refer to them by their initials only. Confidential information including reports, plans and documents involving personal data will be password protected.

Accessibility

There is wheelchair access to most parts of our school and playgrounds.

There are three disabled toilets which have grab rails and extra wide doors for wheelchair access.

Harnham Infant School identifies and removes barriers to learning by providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Current targets, strategies and outcomes of Harnham Infant's accessibility planning approach include continuing to seek and follow the advice of LA services, appropriate health professionals and guidance from the DfE.

Harnham Infants increases and promotes access for disabled pupils to the curriculum by

- setting suitable learning challenges
- taking account of pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Harnham Infant's improves the delivery of written information to disabled pupils by taking account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of

the site and premises, such as improved access, lightening, acoustics, and colour schemes and more accessible fixtures and fittings.

Parents are welcome to read the Harnham Infant Accessibility Plan. It can be found on the website or is available from the school office.

Complaints

If parents or carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo and/or the Head teacher. Should the matter still be unresolved, the chair of governors should be involved and finally the complaint should be taken to the Local Authority.

Dealing with Bullying

Harnham Infant School does not tolerate bullying of any pupil. Harnham Infant School deals with bullying in accordance with the Anti-Bullying Policy.

Date of Review

This policy will be reviewed annually.

Policy Reviewed: November 2021

Next review date: November 2022

Reference and relevant policies and procedures

Guidance from the SEND Code of Practice (June 2014)

Equality Act 2010: advice for schools DfE Feb 2013

Children's and Families Act 2014

NASEN help sheet for updating SEN Policy for schools (www.nasen.org.uk)

Statutory Guidance on Supporting pupils at school with medical conditions, April 2014

Anti-bullying policy

Accessibility plan

Complaints procedure

Information management policy

Managing medical conditions in School policy

Data protection policy