Special Educational Needs and Disability Policy

Creswell C of E Infant & Nursery School

Review Annually	Full Governors	Signed by Chair	Date
Updated March 2017	16th March 2017		16th March 2017
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SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

PRINCIPLES/PHILOSOPHY

All Teachers are Teachers with children with Special Educational Needs and Disability (SEND). At Creswell Infant & Nursery School, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balance, relevant and differentiated curriculum, with progression and achievement. However, some children experience considerable differences in learning at certain stages in their school life. The majority of children will learn and progress within the normal class situation, those who have differences may have SEND.

The Headteacher has overall responsibility for SEND in School. SENCO, Mrs J Hamilton and Mrs M. Bell are responsible for the day to day co-ordination of SEND.

COMPLIANCE

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

- Equality Act 2010: advice for school DfE Feb 2013.
- Schools SEN Information Report Regulations (2014).
- Statutory guidance on supporting pupils at school with medical conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014.
- Creswell Infants & Nursery Safeguarding Policy.
- Teachers Standards 2012.

AIMS

To achieve the principles outlined in the SEN Code of Practice (2015), Creswell Infant & Nursery School aims to:

1. Enable all children at Creswell Infant & Nursery School to achieve their full potential.
2. Foster an inclusive climate, which accepts and nurtures the individual child, irrespective of the nature of their special educational needs, by focusing on aspirational outcomes.
3. Remove barriers to learning and raise expectations and achievement of pupils with SEND.
4. Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs.
5. Monitor individuals to ensure that they receive provision that is appropriate to their needs.
6. Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths.
7. Work in partnership and collaboratively with parents, child and appropriate agencies.
8. Make effective provision for resource entitlement for children with SEND.
9. Fully integrate children with Special Educational Needs and Disability (SEND), giving them full access to the Early Learning Goals and the National Curriculum.

OBJECTIVES

1. To provide early identification of pupils with SEND.
2. To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives.
3. To work within the guidance provided in the SEND Code of Practice, 2015.
4. To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND.
5. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.
6. To work collaboratively with other agencies.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2015 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take not to fit a pupil into a category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four board areas of need, as outline in The SEND Code of Practice, 2015:-

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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

6.33 School and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensor and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The school also recognises that pupils may have needs, which impact on progress and attainment that are **not SEN**. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/women
- Behaviour as a need does not necessary describe SEN but can be an underlying response to a need.

Creswell Infant & Nursery School has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable'.

CoP 2015

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the Class or subject Teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
CoP 2015

A GRADUATED APPROACH TO SEN SUPPORT

At Creswell Infant & Nursery School, we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum (including the Year 1 Phonics Screening Test) and Foundation Stage Profile. Children may be given targeted support following target meetings between teachers and the Headteacher.

At Creswell Infant & Nursery School all Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and sometimes individual interventions or **Early Intervention** programmes. If **Early Intervention** support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' (CoP 2015) learning experiences and these pupils under the Code of Practice, are known as needing **'SEN Support'**. **Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.**

The Headteacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving, Teacher's understanding of strategies to identify and support vulnerable pupils. Where necessary, the School Nurse, Children's Services, Specialist Teacher Advisers, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

The school has a SEND Provision Register, which identifies children with SEND. Records are kept of the provision they receive and their outcomes.

MANAGING PUPILS' NEEDS ON THE SEND PROVISION REGISTER

There is an overarching provision register, which details all children who are receiving SEND support and the interventions being used. This details each child's needs, outcomes and progress. It is updated continually by the SENCO and the whole document is shared termly with the Headteacher and SEN Governor. The Leadership meets formally with each Class Teacher at the beginning of each term to review each child's progress, using a range of evidence. During this meeting ideas are shared regarding the next appropriate outcomes for the child, prior to meetings with the child and their parents, where in consultation, the plan (Individual Education Plan) is finalised. Pupils needing SEN support will have an Individualised Education Plan (IEP), which targets the particular area where they require 'additional to or different from' support.

PUPILS IDENTIFIED WITH ADDITIONAL SPECIAL NEEDS

These pupils will receive support in one or more of the following ways:-

1. Teaching Assistant (TA) support individually, paired work or small groups.
2. Differentiated work, modified timetable and environment
3. Group work support with Teaching Assistant, Teacher or Headteacher
4. Support from Head of Care
5. Language support individually or in groups
6. Speech therapy support
7. Support in a nurture group
8. TalkBoost / ECAT groups

There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

STATUTORY ASSESSMENT

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENCO is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENCO and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (ECHP). This statement will be formally reviewed annually.

TRANSITION

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal meetings, as appropriate. IEP children can have as many visits as they need to make transition a process, not an event.

The school has a policy on managing the medical conditions of pupils and this can be found on the policy section of our website.

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 (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

MONITORING AND EVALUATION OF SEND

The school has a detailed School Improvement plan, which ensures that there is a full range of monitoring activities so that each child continues to make age appropriate progress. These include pupil progress meetings between the Headteacher and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Headteacher and members of the Senior Management Team regularly report on children's progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. Pupils are regularly interviewed to gauge their views. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

TRAINING AND RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support form the whole of its budget.

CoP 2015

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEN. The SENCO, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. CoP 2015

SENCO and Senior Leaders meet regularly with staff to review training needs for:-

Nurture Group provision
Learning Intervention programmes
Maths / Numicon
SEAL (Emotional and social literacy)
Positive behaviour handling
Makaton (sign language)
Hearing Impairment
Speech and Language Therapy
Dyslexia
Visual Impairment
ECAT language programme

All staff have regular in-house training to keep them up to date with current practices and procedures.

ROLES AND RESONSIBILITIES

Provision for pupils with SEND is a responsibility of all staff at Creswell Infant & Nursery School. This includes the following roles:-

1. SEN Governor with a responsibility to liaise with SENCO and monitor participation and progress of pupil's with SEND.
2. SEND Teaching Assistants – all our Teaching Assistants are fully trained in implementing a range of intervention programmes.
3. Everyone in school responsible for safeguarding and have a duty to report any concerns to the Headteacher Partner.

STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

REVIEWING THE POLICY

This policy is reviewed annually by the full Governing Body.

ACCESSIBILITY (Single Equality)

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has a Single Equality Action Plan, which outlines clearly its intentions for accessibility and disability action points. All our Single Equality policies can be found on our website.

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All Teachers have high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills
- A sharp assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning
- Highly effective use of time, staff and resources

The school is on one level, for children to access. As such, the school is fully accessible for wheelchairs. There are disabled changing and toilet facilities and two disabled parking bays.

We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in ensuring that their children are fully included.

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We aim run a variety of school clubs, for example ball skills club. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs are encouraged to take part in the planning for trips by liaising with their Teacher.

The school has an open-door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

DEALING WITH COMPLAINTS

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher, SENCO or Headteacher, as soon as possible. Written information about a formal complaints procedure is available from the school.

Derbyshire Local Authority provides a Parent Partnership Service, which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

BULLYING

The school is highly inclusive and is recognised as such by OFSTED and our local authority. The school has no tolerance of bullying of any sort. The Anti-Bullying Policy can be found on our website. Pupil surveys report that children feel safe at school and know who to go to if they ever need help.