

Killamarsh Infant and Nursery School

Special Educational Needs Policy



Special Educational Needs and Disability Coordinator and representative member on the SLT – Mrs Toyah Weretelnikow (NASENCo award)

“All children make the best possible progress in a happy, caring learning environment.”

At Killamarsh Infants, we believe that every teacher is a teacher of every child or young person including those with SEND. We are an inclusive school and believe that children should be valued and treated with respect. We use our best endeavours to ensure that provision for all our pupils is continually of the highest possible standard. We are committed to narrowing the attainment gap between children with SEND and their non- SEND peers. We are working to achieve this in a variety of different ways.

This policy has been created to ensure compliance with the Department for Education's SEND Reforms and the statutory requirements laid out in the SEND Code of Practice 0-25 years (July, 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0-25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April, 2014)
- Safeguarding Policy
- Teachers Standards 2012

This policy has been created by the school SENDCo in liaison with the Headteacher, senior leadership team and staff. It has then been approved by the school governing body.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

You can view Derbyshire's SEND Local Offer at:

<http://www.derbyshiresendlocaloffer.org/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education in line with the National Curriculum and Special Educational Needs Code of Practice. We aim for all pupils to make the best possible progress that they can make by raising expectations and aspirations for all pupils including those with a special educational need.

Objectives

To ensure that all staff members seek to identify the needs of pupils with SEND as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.

To effectively monitor the progress of all pupils including those with special educational needs.

Termly pupil progress meetings will be held and progress of SEND pupils will be monitored. Regular discussions with class teachers and the SENDCo will aid the identification of pupils with SEND and ensure that pupils are able to reach their full potential.

To provide appropriate provision for children who have a special educational need.

This will be co-ordinated by the SENDCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. This will support pupils to overcome any barriers to learning and ensure that pupils have full access to a broad and balanced curriculum.

To work effectively and cooperatively with parents

This enables us to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

To work effectively and cooperatively with outside agencies:

Some of these services include:

- Speech And Language Therapy
- Educational Psychology Services
- Behaviour Support Services
- Support Service for Special Educational Needs
- Child and Adolescent Mental Health Service
- School Nursing Team
- School Doctor
- Child Development Centre

To create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider

opportunities such as school council, trips, school plays, sports activities, servers at lunchtime and mini leaders in the playground.

2. Roles and responsibilities for the coordination of SEND provision

Mrs Toyah Weretelnikow is the person responsible for overseeing SEND at Killamarsh Infant and Nursery School in the role of Special Educational Needs Coordinator.

The SENDCo is responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how the child is progressing
- Liaising with all the other people who may be coming into school to help support a child's learning *e.g. Speech and Language Therapy, Educational Psychology, etc.*
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of each child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Role of the SEN Governor/Governing Body

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEN. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for students with SEN.
- Determine the school's general policy and approach to students with SEN in cooperation with the Head teacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body.
- Ensure that students with SEN are included as far as possible in the activities of the school
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

Role of SEN Teaching Assistants

Our teaching assistants are recruited to work within the classroom and on occasions with targeted students/small groups of students outside of the classroom as directed by the class teacher or head teacher. Some teaching assistants are then recruited to work specifically with children who have a Education, Health and Care Plan. Teaching assistants with general
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responsibilities are line managed by the Deputy Head, Patricia Stockdale and our special educational need teaching assistants are line managed by the SENDCo, Toyah Weretelnikow.

Designated Teacher with specific Safeguarding responsibility

Headteacher, Mr Stuart Turner.

3. Arrangements for coordinating SEND provision

The SENDCo and Head teacher will hold details of all SEND records for individual pupils.

All staff can access:

- The school SEND Policy
- A copy of the full SEND Register for school
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including individual learning plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Derbyshire SEND Local Offer
- Training from the school SENDCo or outside agencies.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Identification of pupils with special educational needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

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

The purpose of identification is to work out what action the School needs to take and it is not our purpose to fit a student into a category. It serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

Non-SEN needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being a Looked After Child
- Being in receipt of Pupil Premium Grant

The identification of behaviour as a need is no longer an identified way of describing SEN and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School will recognise and identify clearly.

5. A graduated approach to SEN Support

At Killamarsh Infant and Nursery School, all teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have additional learning needs.

Quality First Teaching

'Quality first teaching' is a priority of the school and is supported by ensuring all staff receive any necessary training or support internally or through external agencies. This is regularly monitored through observations and book and planning scrutinies. All pupils are entitled to access quality first teaching. Any pupil who falls significantly outside of the range of expected academic achievement will be identified as requiring additional support. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Through careful monitoring it can be determined the type and level of provision the child will need in moving forward. The child will be recorded as being under observation due to concern raised by teacher or parent but this does not automatically place the child on the school's SEND register.

Any concerns will be discussed with parents/carers and they will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and knowledge with the school.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the pupil on to the schools SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and will plan and assess the impact of support and interventions with links to classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly (usually termly but this may increase depending on the child's needs). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting with school staff and parents.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Psychologist
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found on the Derbyshire Local Offer website:

<http://www.derbyshiresendlocaloffer.org/>

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved during this process and in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Managing pupils needs on the SEND register

As a staffing team, we identify those pupils who require additional support on the SEND Register. We organise appropriate targets and support through the use of Individual Education Plans. This provision is usually funded from within the school's budget. Students with an Education, Health and Care Plan receive at least the minimum entitlement of additional, targeted support identified within their Plan.

The school follows the guidance of the SEN Code of Practice and uses the graduated approach (as stated above) with regards to the identification, assessment of and provision for children with SEN.

All children identified on the SEND Register have an Individual Education Plan/Targets. These are written by the class teacher and child, with support from the SENDCo and input from the parents/carers as well. The Individual Education Plans are signed by the teacher and parent to show that all are aware of the targets. The plans are then shared with any other member of school staff working with that child, such as teaching assistants, so that everyone is aware of the child's targets. The SENDCo monitors the Individual Education Plans to ensure they are SMART targets relevant to the individual child. These plans are reviewed, at least termly, possibly more frequently if felt appropriate, and progress against these targets recorded. A new Individual Education Plan is then written, setting new targets for the coming term.

At Pupil Progress Meetings, the level of and type of additional support is discussed and decided upon in order to best meet the needs of that child. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group booster sessions are available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

At Killamarsh Infant and Nursery School, we work with a range of external agencies to ensure that the provision we provide is appropriate and meaningful to the pupils. When it is felt a pupil requires support from an external agency, the SENDCo and class teacher will meet with the parents/carers to discuss making a referral. School will then complete a referral to the specific agency and will discuss the outcomes with parents/carers.

7. Criteria for exiting the SEN register

The SENDCo has the responsibility for the removal of a student from support on the SEN Register at Killamarsh Infant and Nursery School. This decision is made in conjunction with teaching staff, outside agencies and parents. This decision will be dependent upon appropriate progress being made towards pupils' targets and where it is no longer felt they require this higher level of support.

8. Supporting pupils and families

We are aware that school can be difficult for children at times and it is our aim to support children with any challenges they face.

At Killamarsh Infant and Nursery School, we believe that a close working relationship with parents and carers is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Parents/carers are always welcome to discuss their child's needs and progress with the class teacher, SENDCo or Headteacher. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

We identify that transition can be a particularly challenging and worrying time for pupils and parents particularly for those with a special educational need. If a child is joining us from another school then we will ensure that we contact their previous school to discuss any special arrangements and we will ensure that we receive any relevant records. When moving classes within school, information is shared between the old and new class teachers and any support will be put into place prior to transition. Pupils will get an opportunity to meet their new class teacher on transition day. In some cases, more structured extended transitions over a longer period of time are used for pupils we believe may find the move difficult. When leaving Killamarsh Infant and Nursery School and moving to a new school, the class teacher and SENCo liaise with staff at the new school to ensure children have a smooth transition. We also ensure that all records are passed on.

At school, we have a range of external services that we can encourage parents to get in contact with. When it is felt necessary, the SENDCo or Head teacher may signpost parents of pupils with SEND to a relevant agency. The local authority's Derbyshire Information and Support Service for SEND (DIASS) is also a valuable service for additional advice and support.

If an assessment or referral is required, this is discussed clearly with parents/carers prior to any decision so that everyone understands the need for the referral. If a referral or assessment indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may also be contacted at any time in relation to SEND matters.

Parents/carers can find more advice or support on the Derbyshire Local Offer Website (as stated earlier in the policy). Another useful document is the school's SEN Information Report, which can be found on the school's website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

9. Supporting pupils at school with medical conditions

Everyone at Killamarsh Infant and Nursery School recognises that students 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, School will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have a Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school works closely with the school nurse and any other medical professional involved with a child to ensure that we have up to date care plans in place for any pupil with a medical condition. We receive regular training to ensure that all staff are appropriately trained for all pupils in school.

10. Monitoring and evaluating SEND provision

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress is monitored on a termly basis at Pupil Progress Meetings in line with the SEND Code of Practice. SEND provision and interventions are recorded and updated when an intervention is changed on a provision map which is updated by the class teacher and monitored by the SENDCo following assessments. These interventions are monitored and evaluated termly and information is fed back in order to help identify whether provision is effective. The school also has a monitoring and evaluation schedule which includes planning scrutinies, book scrutinies and observations of teaching. These are completed regularly throughout the year to monitor the effectiveness of our quality first teaching.

11. Training and Resources

As a school, we value professional development and aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Head teacher oversees the professional development of all teaching staff and teaching assistants and ensures that training opportunities are matched to personal targets and to school development priorities. We access local services to ensure that the skills of our staff match the needs of our current pupils.

All pupils with SEND will have access to resources from the schools SEN budget. Some pupils with SEND may access additional funding such as Temporary Additional Early Years Support (TAEYS) or Graduated Response for Individual Pupils (GRIP) when it is felt necessary to apply for this through Derbyshire County Council. The SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, Senior Leadership Team and governors to agree how the allocation of resources is used and review the need when necessary.

12. Working in Partnerships

At Killamarsh Infant and Nursery School, we work alongside other schools in the cluster to discuss and share good practice. When needed, we seek the advice and support from other schools to support and develop our own understanding in particular areas with regards to SEND. The SENDCo has attended and completed the training for the NASENCo Award which has involved networking with other schools and the sharing of good practice.

We continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. We invite and seek advice and support from these external agencies in the identification and assessment of, and

provision for, SEND. The SENDCo is the designated person responsible for liaising with agencies; however we do encourage class teachers to be as involved as possible with the agencies. These include the following:

- Derbyshire Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Support Service for Special Educational Needs (SSSEN)
- Specialist Outreach Services, such as Autism Outreach

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. If we feel there is the need for a referral to a support service, the SENDCo or class teacher will discuss this with parents/carers. Any one of the support services may also raise concerns about a pupil they are working with. This will then be brought to the attention of the SENDCo who will then inform the child's parents. In cases where a child is under observation or requiring additional support, focused meetings will be arranged with the appropriate agency.

13. Storing and Managing Information

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

14. Accessibility

At Killamarsh Infant and Nursery School, we are constantly reviewing our practice to ensure that it allows for all pupils to fully access the curriculum and the wider school life. We review our accessibility plan regularly. Our school complies with all relevant accessibility requirements; please see the school's accessibility plan for more details.

We are committed to whole school inclusion at Killamarsh Infant and Nursery School and we support children with a range of special educational needs and disabilities. The Head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils and this includes learning outside the classroom. Where necessary, the curriculum is adapted or changed to meet the needs of individuals or groups of pupils. We will also seek advice and support for specialist SEND provision and training from SEND services where necessary. In addition, advice will be sought from Derbyshire Behaviour Support Services for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

15. Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENDCo, who will be able to advise on formal procedures for complaint. The school's complaints procedure can be obtained by asking.

16. Reviewing the policy

This policy is reviewed yearly to ensure that it complies with the SEN Code of Practice and other government documents.

This policy will be reviewed annually.

Signed and Agreed:

Review date: