



BIDBURY INFANT SCHOOL

Board of Governors

Special Educational Needs and Disability (SEND) Policy

Bidbury Infant School recognises the statutory basis of provision for children with special educational needs. We value the abilities and achievements of all our pupils (see School Aims). At our school all pupils have the same entitlement to the whole school curriculum and we are committed to making this accessible to all children through differentiation and by using a variety of teaching and learning styles (see Learning and Teaching Policy), according to the individual needs of the pupils.

A child is considered to have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she has:

- a significantly greater difficulty in acquiring learning than the majority of children of the same age
- a disability which prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority

A child should 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 will be taught.
- If the quality of teaching is less than good in the classroom and is considered to be a contributing factor to the low attainment/progress or learning difficulty

Aims

We aim to:

- identify at the earliest opportunity all children who need special provision to support their physical, sensory, emotional, social, communication or cognitive development
- develop a clear, graduated approach to support pupils with additional needs
- set suitable learning challenges that are effectively meeting the children's needs in a manner which is accessible to them
- respond to pupils' diverse learning needs through a responsive differentiated approach
- overcome potential barriers to learning and assessment, for individuals and groups of pupils
- support children to 'catch' up to the expected national level for their age wherever possible. If children reach this stage they will then be supported through Early Intervention to, as a minimum, 'keep up' with the nationally expected level.

- value all children equally and encourage them to achieve, regardless of their abilities and behaviour (see Race Equality Policy, Equal Opportunities Policy, School Equalities Policy, Single Equalities Scheme, Every Child Matters, 2004)
- provide the children with a broad, balanced and relevant curriculum including the National Curriculum (see Curriculum and Planning Policy)
- value and encourage parental and child contributions in promoting the child's development and learning, and ensuring a strong home-school link support network for the child
- collaborative with outside agencies as necessary in holistically supporting the child

Objectives

We will:

- use the Children and Families Act (2013) and subsequent code of practice (2014) to ensure timely and accurate intervention as necessary in line with all statutory responsibilities
- identify those children with special educational needs in the Early Years Foundation Stage through the EYFS profile and school assessment systems in KS1 by ongoing assessment. Other diagnostic assessments may also be undertaken using known programs / schemes
- undertake a graduated approach, starting with a holistic assessment of the child to decide if and what their needs are, and what the best course of response will be. This is a class teacher's responsibility but will be supported as necessary by the SENCo
- record and monitor the progress of children and the provision they have accessed on the SEND register and other SEND documentation within school (See SEND Handbook) and use this information as a continuous form of assessment in order that responses remain relevant and effective
- provide individual programmes (Personal Support and Intervention Plan - PSI, Consistent Intervention Plan - CIP, Individual Behaviour Management Plan - IBMP) for children identified as SEN Support
- provide full access to the curriculum (except where disapplication arising from a Statement/EHCP occurs) through differentiated planning and additional support
- provide specific input, matched to individual need, in addition to differentiated classroom provision, for those pupils on the SEN register
- ensure that all teachers are aware that they hold the responsibility for the SEND children in their class, their provision, progress and attainment
- involve parents at all levels of SEND, from deciding whether a child requires additional support, to objectives and types of strategy to be used. Parents will also be asked to provide an element of this support in an ongoing manner at home, resources will be provided by the school - this is also the responsibility of the class teacher
- involve the pupils in planning and reviewing their targets and consider their opinion in any matter affecting them, as their age and maturity allows
- report to the Governing Body on an annual basis

Arrangements for Special Educational Needs Provision

SENCO (SEND Co-ordinator)

The named SEN Leader is *Miss Townshend* who is responsible for leading and managing SEN provision, and supporting class teachers as necessary. She is supported by another member of staff who also undertakes some SENCo related tasks. The SENCo

- keeps a regularly updated register of all children with SEND
- is a member of the Leadership Team and the Governing Body, and meets at least once in each PSI cycle with each teacher to discuss and review the progress of pupils on the SEND register and alterations to the PSI and/or behaviour plans.
- liaises with the Higher Level Teaching assistants, Learning Support Assistants and Special Needs Assistants regarding the provision for the SEND children, and the support being given to the support staff by class teachers.

Staff

It is the responsibility of all teachers within a year group to:

- identify children with specific needs through ongoing holistic formative assessments
- plan and implement any additional provision required
- liaise as necessary with the SENCo and class teacher
- provide regular updates to the SENCo / Leadership Team
- provide specific planning and well matched resources to those undertaking SEND interventions
- liaise with parents/children/outside agencies in a timely and proactive manner, ensuring they take their views into account

The roles and responsibilities of staff working alongside children with SEND are defined (see job descriptions file). HLTAs and LSAs have varied expertise including literacy intervention programmes, literacy and numeracy support, ELSA and supporting children with co-ordination difficulties, speech and language programmes, and emotional and behavioural problems.

Admissions

Children are admitted according the Annual Admission's Policy (see school website).

We value pupils of differing abilities and support inclusion. Diversity is not viewed as a problem to be overcome, but as a resource to support the learning of all (Inclusion Policy). Parents of children with a Statement of SEND or Statement/EHCP pending will be invited to discuss the provision that can be made to meet their identified needs. If the school is able to meet the Statement/EHCP Provisions, and the placement is compatible with the efficient education of other children with whom the child would be educated or with the efficient use of resources, the child will be offered a place. Prior to starting school, parents of children with a Statement /EHCP of SEND or one pending, will be invited to discuss the provision that can be made to meet their individual needs. Admission to the EYFS is flexible to cater for individual needs.

Inclusion

This policy builds on our Inclusion Policy. Teaching is fully inclusive and pupils' entitlement to a balanced, broad-based curriculum is recognised.

Facilities

Within the school there are areas available for withdrawal teaching and assessing if required. The school buildings are fully modified to accommodate disabled access and we continue to have a programme of modification to enable greater access for disabled users. (Access Plan). We have an accessible school which is all on one level.

Also see Single Equalities Scheme Accessibility Plan and the SEND Information Report.

Resources

There are a range of different resources for different needs, both human and physical. Resources are purchased as appropriate and are matched to recurring needs throughout the school. Specialist resources are accessed for children through submission to Hants Local Authority after specialist advice has been sought.

Identification, Assessment and Provision

Bidbury Infant School provides a graduated response to SEND in accordance with the stages of Assessment recommended in the Code of Practice 2014: pre-assessment, Early Intervention, SEN Support and Education Health Care Plans (EHCP)

If teachers think a child might be SEN Support they should undertake a thorough holistic assessment of the child and their learning experiences. This should identify

- ability of the teacher to provide quality first teaching for the child
- key strengths
- academic levels - *if poor progress is related to poor teaching they cannot be put on SEN Support*
- learning attitude
- cognition for learning

Before deciding targets this information **must** be analysed thoroughly with the SENCo to identify the core area of need. The areas of need are identified as:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need
- Communication and Interaction

For example

1. If a child is displaying challenging behaviour the root cause needs to be investigated
2. If the child is displaying difficulty in phonics is the issue (a) phonics itself (b) working memory and/or an issue with retention?

After thoroughly assessing the needs of the child an individual provision map and Personal Support and Intervention (PSI) plan will be developed using the school's whole school provision map. This will then be discussed, and amended as necessary, with parents.

For more detailed information about the process and approach please see the SEND Information Report (available on the school website) and the school's SEND Handbook.

Curriculum

The curriculum is based on national guidelines. Teachers set suitable targets, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for both individuals and groups of pupils. Learning intentions are made explicit and activities may be adapted or planned separately as appropriate.

There is a flexible approach to the curriculum so that staff may withdraw children as groups or individuals in order to meet negotiated targets. Children with SEND engage in a variety of activities with their peers in both curricular and non-curricular sessions.

The SENCo monitors the responsive differentiated curriculum provided for children with SEND and supports class teachers and LSAs with their planning on request or as necessary.

On transfer between the phases of education and to other educational establishments, including Special School, we liaise as appropriate with the relevant staff on behalf of children with SEND. This may also involve additional transition planning for the child and sometimes also for parents. For children with significant needs an Inclusion Partnership meeting may be held with parents, and staff from both educational establishments to share needs, approaches and to create an overall agreement plan (IPA) which will then be reviewed by the receiving school within the first half term.

Governors

The governors publish the Policy for SEND and report on the success of the policy annually, as well as focussing their monitoring on agreed target areas. There is a named governor for Special Educational Needs.

Criteria for Success

The success of the SEND Policy will be reviewed annually using measurable targets such as the number of pupils on the SEND register, the rate of progress made by the children, end of year attainments and other diagnostic assessments. The governors must report on the effectiveness of the school's provision for children with SEND. They may wish to consult support services used by the school, other schools or parents.

SEND Funding

Money is allocated to the school by Hampshire County Council for SEND children according to level of need, plus a consideration of social factors such as eligibility for Pupil Premium. This forms part of the budget share. For children with Statements or Education Health Care Plans (EHCP), the school funds the first 12.5 hours and Hampshire County Council fund the remaining hours. The funding provided to school comes from a part of the budget identified as funds for 'notional SEN'. This money is to support all SEND children as well as those with Statements and EHCP.

The allocation of funds is reviewed annually as part of the budget preparation process, but typically the SEND budget provides for:

- the SENCo (assessment of pupils, working with groups or individuals with SEND, meetings with parents, teachers, outside agencies, LSAs, monitoring programmes,

supporting the update PSIs/IBMPs alongside colleagues, organising annual reviews of statements, updating the register, etc)

- personnel and other resources for the school's intervention programmes (e.g. Sidney Dyslexia Programme, Narrative Therapy, Talk Boost)
- Staffing for individual or small groups for literacy and maths
- In class support, 1:1 or groups
- Learning resources for staff and children
- Delivery of speech and language programmes to specific children
- Behaviour support and social skills training for specific pupils
- Special educational provision specified in statements/EHCP plans
- Payment for targeted additional hours from the Educational Psychology Team

Complaints

We will work with parents and carers to ensure any difficulties are addressed with the class teacher. However, if necessary, the complaints procedure would be utilised (see Bidbury Infant School Complaints Procedure).

INSET

Priorities for SEND INSET are part of the 'School Development Plan'. The SENCo and other staff as necessary attend training arranged outside the school by the County and other providers. The SENCo or other providers may lead INSET as necessary.

Support Services/Outside Agencies

Bidbury Infant School strongly values the support of external agencies and encourages a multi-disciplinary approach whenever necessary. This includes working with other agencies to implement early interventions as part of the Early Help Support (Early Help Hub) if a child is at risk of not meeting one or more of the five "Every Child Matters" outcomes. As part of Management Partnership the school has 100% subscription to all support services provided by Hampshire County Council including, Education Psychology, Educational Welfare and Ethnic Minority Achievement Service. We also liaise with the LA's Advisory Teachers, Speech and Language Therapy, Occupational Therapy, Child and Family Therapy, Hampshire Health Authority, Social Services, the Behaviour Support Service, the Assessment and Observation Unit and local voluntary bodies.

Partnership with Parents

We actively seek to work with parents and value the contribution they make, seeking their involvement as part of the home/school partnership of Bidbury Infant School.

Appointments are made for the class teacher to meet parents of children with SEN. Parents can also meet with the SENCo. Parents are invited to termly parents' meetings to discuss progress and to two interim meetings to review IEPs or Behaviour Plans. They also receive an annual report. Home visits can be arranged for Early Years children.

Links with Other Schools

The SENCo and/or class teachers liaise directly with the feeder pre-schools to discuss children with SEN who will be joining Bidbury Infant School. The SENCo also liaises with the SENCo at Bidbury Junior School to discuss the transition of the Year 2 SEN children.

For further information regarding SEND at Bidbury Infant School the following documents may also be useful:

- SEND Information Report
- School's SEND Handbook
- Single Equalities Scheme
- School's Equalities Policy
- Race Equality Policy
- Inclusion Policy
- Supporting Children with Medical Conditions
- Confidentiality Policy
- Data Protection Protocols
- Learning and Teaching Policy
- Curriculum and Planning Policy
- Assessment Policy and Guidelines

Revised - August 2016

Next Review - August 2018

Signed :..... Chair of Governors Date:

Signed:.....SEN Governor Date: