

Cupernham Infant School

Special Educational Needs and/or Disability (SEND) Policy

Next Review Date: January 2021



"Together We Care, We Learn and We Achieve"

Rationale and Introduction

Provision for pupils with SEND is a responsibility of all staff at Cupernham Infant School and we are fully committed to meeting the needs of every child. As Special Educational Needs Coordinator (SENCo), Mrs Michelle Pattison is a member of our senior leadership team and holds responsibility for overseeing the management of our SEND provision. In particular she works closely with the Headteacher and Deputy who share the role of Inclusion Manager. We have a proactive SEND Governor: Mrs Dawn Astle-McDonald.

We are proud to offer an inclusive, exciting curriculum which gives each child the opportunity to access a broad and balanced education as well as every opportunity to reach their full potential. Our school strives to be a happy, caring and safe as is clear in our ethos in which everyone is valued, respected and expected to enjoy success.

The purpose of this policy is to ensure a consistent and inclusive approach to Special Educational Needs and/or Disability provision which involves all staff, parents, children, outside agencies and governors. This begins with a positive attitude of all staff towards children's learning needs and a celebration of their achievements. We are committed to making the curriculum accessible and engaging for all children through high quality teaching using different approaches to support and challenge all learners.

This policy is written to reflect the SEND Code of Practice, 0-25 guidance (2015) and should be read together with our SEND Information Report (both are on our website). Both these documents will be reviewed in January each year.

Please also refer to other relevant policies:

- Accessibility Plan
- Administration of medicines
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Procedure
- Data Protection
- (regard to Equalities Act 2010) (Single Equality Scheme)
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Learning and Teaching Policy
- Physical Intervention Policy
- Safeguarding Policy
- SEND Information Report
- Supporting Children with Medical Needs
- School's Admission Policy
- Single Equality/ Inclusion Policy
- SEND Code of Practice

Our approach recognizes that children are unique and learn at different rates. A child who has Special Educational Needs and/ or a disability will have significantly greater difficulty in learning than the majority of their peers and /or a disability which hinders them from making use of facilities generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2015:15-16)

Definitions (from Code of Practice 2015)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'

NB Children with 'long term' disability or condition which may have a 'substantial' adverse effect on their ability to carry out normal day-day activities (as defined by 2010 Equality Act) may not necessarily have SEN – it depends on whether special educational provision is required.

Aims and Objectives

At Cupernham Infant School we are passionate about raising the expectations and aspirations for all children. We believe that each child with SEND should be provided with the same opportunities and encouragement to succeed as any other child. To do this, we aim:

- To ensure early identification and provision for children who have special educational needs and/or disabilities.
- To integrate all children into all aspect of school life.
- To work effectively within guidance provided by SEND Code of Practice 2015.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND policy.
- To ensure all staff have training, support and advice to work with children with SEND.
- To ensure that as far as possible all children have access to a broad and balanced curriculum which focuses on aspirational outcomes for all.
- To support the particular needs of children whether they be communication and interaction, cognition & learning, social, emotional & mental health difficulties or sensory &/or physical needs.
- To involve children including in setting 'next steps for learning' & in valuing their viewpoints.
- To involve and inform parents so as to work in partnership together.
- To review and provision and progress regularly, making adaptations to maximize positive impact.
- To adopt a whole school approach to provision of support which ensures that all staff are aware of and carry out their responsibilities towards children with SEND.
- To work in partnership with other agencies where appropriate.
- To provide training, support and advice for all staff.
- To review and update policy and development plans on an annual basis as well as in response to any DfE guidance or updates.
- To inform, involve and work with governors who will proactively monitor the effectiveness of our SEND provision.

Identification

The SEND Code of Practice outlines four broad areas of need which need to be planned for. It is clear that "the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time." (6.27 CoP 2014). The four broad areas detailed below are excerpts from the Code of Practice:

Communication and interaction

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.

Children and young people with Autism Spectrum Conditions (ASC), 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

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.

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

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.

Schools 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.

Sensory and/or physical needs

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.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Cupernham Infant School recognises and considers the needs of the whole child, with the above categories only used to establish the actions required to ensure the most effective support.

A child may also 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/woman
- Behaviour does not necessarily describe SEN but can be an underlying response to a need.

A Graduated Approach

At Cupernham Infant School we understand the importance of early identification in meeting the needs of children with any learning difficulty as well as the positive impact that prompt support can have upon improving their long-term outcomes. Continuous assessment and observation enables teachers to monitor children's progress against the National Curriculum and Foundation Stage Profile.

Our class teachers are particularly flexible and skilled in adapting resources and activities as well as the learning environment, where appropriate, to enable all children, regardless of any additional needs, to have full access to a rich, exciting curriculum. Children are only identified as having SEN if they do not make adequate progress after high quality, personalized teaching, booster interventions and where reasonable adjustments have been made. If these early intervention experiences do not result in children making expected progress, it may be necessary to provide support which is, "different from or additional to that normally available to pupils of the same age.'" (CoP 2014). Under the new Code of Practice these children require '**SEN Support**'. Class teachers remain responsible and accountable for the progress of these children, including where additional support is delivered by other teaching staff.

To ensure that the quality of teaching and additional support remains as high as possible, the Headteacher and Senior Leadership team regularly monitor and review the quality of teaching. This includes reviewing and improving, where necessary, teachers' understanding of strategies used to identify and support vulnerable learners and their

knowledge of SEN. Ongoing training opportunities are a vital part in ensuring that all staff develop the relevant SEND knowledge and support strategies.

The class teacher is the first point of contact for any concerns and the decision about whether to make special educational needs provision involves discussion with the SENCo and Inclusion Managers.

Assessment

Regular assessments are made throughout the school. Prior to starting in YR, there are meetings with parents, teachers and pre-schools to identify and plan for children experiencing SEND. In addition to on-going monitoring during the year, a number of children in Year R complete DEST (Dyslexia Early Screening Test) screening in the Summer Term to identify specific literacy difficulties. Appropriate intervention strategies will then be put in place as necessary.

On-going monitoring and assessments by class teachers are reviewed by Senior Leadership including the SENCo to assess evidence accumulated. Further assessments may be made depending upon the nature of the concern reported (such as Speech and Language needs, reading and maths assessments such as Sandwell). These assessment tools may be used with some of our children at interim points throughout the year in order to track progress. Teachers will identify the gaps in a child's learning and development and, together with the SENCo, will establish what the barriers to learning may be.

Planning:

Having identified a child as requiring SEN Support a detailed analysis of their individual needs takes place. This analysis includes drawing upon information relating to progress, attainment and behaviour in school as well as views from the pupils, their parents and any other outside agencies that may be involved. Any barriers in learning are clearly identified and understood which enables appropriate targeted support to be delivered.

Children needing SEN Support have a Personal Plan, which is completed by the class teacher in consultation with the SENCo, parents, child and support staff. This details the nature, frequency and outcomes of any 'additional to or different from' support, targets for improvement and success criteria. A copy of the agreed Personal Plan is sent to the parents, shared with the child and appropriate staff and then becomes a working document which is regularly reviewed and updated.

Delivery:

The class teacher leads daily provision and adjustments to maximise the impact of interventions and to ensure effective links are made with high quality classroom teaching. Interventions may take place inside or outside the classroom on a 1:1 basis or within small groups.

Due to the wide range of possible additional needs of each individual, additional support can be delivered in a number of different ways including:

- Adapted learning materials
- Special equipment
- Learning support assistant support
- Specific intervention programs

Details of those children receiving additional support are documented on a SEN register and provision map which is continually updated by the SENCo.

Review

Personal Plans will be reviewed at least termly by the class teacher in liaison with other adults involved in the provision. The effectiveness of the provision will also be reviewed and revised as necessary. Reviewed targets will be shared with parents and, where possible, the child.

Managing Pupils' Needs on the SEND Register

A child receiving support that is extra to and different from other children in his/ her year group is placed in the Special Needs Register. Personal Plans / IEPs with SMART targets allow all staff involved to monitor and to review progress. Success criteria for each target are listed and when these have been met the target is noted as being achieved. Class teachers liaise with all staff involved and with parents to help maximize the progress potential. Records and benchmarks for progress within interventions are collated by LSAs (Learning Support Assistants), HLTAs (Higher Level Teaching Assistants) and teachers leading the programme.

In addition, the SENCo may decide that additional support from outside agencies may be necessary, such as:

- Speech and Language therapist
- Educational Psychology
- Occupational Therapy
- School Nurse
- Physiotherapy
- Primary Behaviour Support Service
- Outreach Services
- Ethnic Minority and Traveller Achievement Service (EMTAS)

Records are kept of the outcome of all meetings and assessments to inform provision. Where additional support is required parents will be notified and asked to provide any necessary information and to sign in agreement to the support and assessments to be put in place.

- Where more than one agency is involved a Team around the Child (TAC) or Team around the Family (TAF) may be set up. Where appropriate a referral to the Early Help Hub (EHH) may be made.
- Where it is agreed that a child requires help beyond that received through the SEN support, a request for an Education and Health Care Plan (EHCP) may be made. This process requires an initial assessment by an Educational Psychologist (EP) with the views of the child, parents, school and outside agencies and required evidence collated. Where an EHCP is established, annual reviews will be held to monitor, evaluate and set targets.
- If children make good progress and meet targets then they will come off the SEND register. Close monitoring and school level Early Intervention (EI) review may continue but they will no longer have a Personal Plan.

Our SEND Register includes:

- Children with an EHCP or children who have dedicated one to one support (such as through temporary SENSA funding). The interventions require this level of personalised support (formally Wave 3) and may involve input from the SENCo and outside agencies. These children are identified as '*SEN Support*'.
- Children who require regular group level work to support their learning (formally Wave 2 intervention) such as by filling in gaps in a particular aspect of learning. Some children may have previously received one to one support but the intervention, combined with quality first teaching has accelerated progress towards age related expectations.
- Children who have medical needs.

Supporting Children and Families

Hampshire County Council's Local Offer can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Cupernham Infant School's **SEN Information Report** can be found at

<http://www.cupernhaminfant.com/> . These reports also detail links with other agencies which offer further support and advice to families and pupils.

Partnership with Parents:

- Parents have a critical role to play in their child's education and progress so we always aim to work together in partnership. There will be initial liaison and discussion about placing a child on the SEND register and then on reviewing, revising and working together to support progress towards clearly defined objectives.
- We see the relationship with parents as vital in ensuring that every child reaches their full potential.
- The views of parents will be sought and valued at every stage of their child's support to ensure the effectiveness of any school-based action. We hope that such a partnership will help parents to feel able to ask about their child's provision and express any concerns to us.
- Parents will be invited to consultations each term and are welcome to arrange interim meetings with staff as required.
- Where appropriate, parents will be signposted to appropriate agencies such as Parent Partnership Service.

Transitions into, within and from our school

Staff aim to support a smooth transition through close liaison and careful planning. The transfer of children between settings is managed through a comprehensive program of visits and events. Our Early Years team will visit children within their pre-school and home settings before they start school. They will liaise with pre-school staff and advise the Headteacher and SENCO of any children with additional needs. The SENCo and Early Years teachers will liaise with appropriate pre-school leaders and arrange for the transfer of any relevant documents and information.

Discussions will include the type of provision required for a smooth transition into school. The school will arrange meetings with any outside agencies already involved, following Personal Plans or Inclusion Partnership Agreements (IPAs) that have already been developed.

An IPA aims to provide collaborative forums to gain understanding of the child's needs and required provision. A professional judgement will be made as to whether a Transition Partnership Agreement (TPA) will be appropriate in support of planned actions and a flexible response.

During the second half of the summer term in Year 2, the SENCo will liaise with Cupernham Junior School or other Key Stage 2 settings to ensure that all relevant information is shared and transferred.

Meetings take place to enable the KS2 SENCo to meet with KS1 staff to discuss the particular needs of the SEN children starting in Year 3. This enables class teachers in the Junior School to plan for a child's individual needs. As well as the arranged program of transfer events, the SENCos organise additional visits, social stories and additional visits/visual, photographic and orientation supports for the Junior School alongside resilience support for those children who require it.

All staff ensure the thorough and rigorous sharing of information and a more flexible, sensitively phased induction for the *internal transition* of children with SEND. This is especially so for transition from Reception to Year One where we recognize the development of more structured learning and increased expectations. This may be supplemented by additional ELSA support.

Supporting Pupils at School with Medical Conditions

Cupernham Infant 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. It is possible that some children may also have SEN and Education, Health and Care (EHC) plans which bring together health and social care needs, as well as their special educational provision. The school is committed to ensure that SEND Code of Practice (2014) is followed and there is a policy in place to support pupils at school with medical conditions which can be found on our website. All essential health details of children are shared with relevant staff.

Training and Resources

The School Improvement Plan will incorporate action plans and reviews relating to raising the achievements of children with SEND. In-house SEND training and professional development are arranged to meet targets and to address specific priorities to ensure provision is well delivered and co-ordinated.

Induction programmes with new teaching staff include time with the SENCo to gain understanding of our systems and supports. SEND is also a feature of training supports for NQTs (newly qualified teachers) drawing upon expertise provided both locally and within Hampshire County Council (HCC).

Our SENCo and ELSA staff regularly attend update cluster meetings and we also access other specialist training opportunities in response to specific needs.

Cupernham Infant School has an extremely dedicated, experienced team, with staff trained in a number of areas including:

- ELSA (Emotional Literacy Support)
- Visual Impairment
- Speech and Language Therapy
- First Class at Maths support
- Precision teaching
- SIDNEY (dyslexia intervention programme)

Roles and Responsibilities

Our SEND Governor is Mrs Dawn Astle-McDonald. She attends SEND training run by Governor Services and is responsible for meeting regularly with the SENCo and Headteacher to review our current SEND position. She has a topical knowledge about the school's broad special educational needs provision, including how funding, personnel and resources are deployed. She then provides feedback to the governing body and supports in monitoring the impact of SEND aspects of School Improvement.

The Governing body, in co-operation with the Headteacher, is responsible for ensuring that necessary provision is made for pupils with SEND.

Mr Duncan Wells is the Headteacher and Inclusion Manager (together with Mrs Jen Turski) and has responsibility for the strategic leadership and management of SEND policy and practices and for children's achievement. The Inclusion Managers and SENCo oversee provision and implement staff support such as through regular training. All SLT (Senior Leadership Team) members have responsibility for overseeing cohort level provision, including necessary sharing of information and regular on-going assessment and adaptation of provision in response to Personal Plan reviews. Together with Mrs Turski as deputy headteacher, Miss Kirby (Year Leader) and Mrs Pattison (SENCo), Mr Wells is the Designated Safeguarded Lead and has overarching responsibility for the provision of children in receipt of Pupil Premium funding. Mrs Turski is also the designated teacher for Looked After Children (LAC).

Mrs Michelle Pattison is the SENCo and so is responsible for managing provision for children and families with SEND. Her responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for SEND and our graduated approach
- Ensuring relevant resources are provided to meet the needs of children with SEND
- Reviewing the SEND Policy & other SEND related policies and updating the SEN Information Report
- Line management of LSAs (Learning Support Assistants) with SEN Support responsibilities

Storing and Managing Information

Relevant information for the SENCo and Inclusion Managers is kept within a SEND class folder. Children with the EHC Plan have an individual folder. All folders are stored in a locked cabinet. Each class teacher has a SEND file which is stored securely out of sight. Computerised information is kept within the school network and is only accessible to school staff. The school's Confidentiality Policy and GDPR Policy are both available on our website.

Accessibility

Our school has undergone significant building work which fully complies with the DDA (Disability Discrimination Act as amended by the SEN and Disability Act 2001) duty.

- The school is on one level and fully accessible for wheel chairs.
- Each class has an external door which is used as a fire exit
- There are disabled changing and toilet facilities and a disabled parking bay.
- We work closely with outside agencies to resource any extra provision such as specialist furniture and equipment needed for individual children.
- Where there are issues and constraints, we work as much as possible to remove them for anyone with SEND within our school community.
- 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. Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and SENCOs.
- Our Governing Body is fully committed to having a high level of support from LSAs to ensure children are well supported at all times in the school day, including lunchtimes and breaks.
- Curricular accessibility is achieved through carefully planned differentiated and, where appropriate, personalised provision to enable all children to access learning within class sessions. Teachers monitor progress and make adjustments to planned learning as necessary.

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. Hampshire County Council 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. The school has an open-door policy and parents and carers are welcome, at any time, to discuss any concerns or queries. Mrs Michelle Pattison can be contacted on www.adminoffice@cupernham-inf.hants.sch.uk .