

<b>Special Educational Needs and Disability Policy</b>	
<b>Responsible Post</b>	SENCo
<b>Responsible Committee</b>	C&S
<b>Review Schedule</b>	3 Years
<b>Review Date</b>	September 2015
<b>Changed</b>	Yes



## **Principles / Philosophy**

All Teachers are Teachers with children with Special Educational Needs and Disability (SEND). At Manor CE Infant School, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, 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 difficulties may have SEND.

The Inclusion Leader at this school is Lilian Armstrong. She can be contacted on,

[www.adminoffice@manor.hants.sch.uk](mailto:www.adminoffice@manor.hants.sch.uk)

The school has a Governor with responsibility for monitoring SEND provision.

## **Compliance**

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- 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
- Manor CE Infant School Safeguarding Policy
- Manor CE Infant School Single Equality Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Leader and the Headteacher in consultation with the Governing body, staff and parents of pupils with SEND.

## **Aims**

To achieve the principles outlined in the SEND Code of Practice (2014), Manor CE Infant School aims to:

1. 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.
2. Remove barriers to learning and raise expectations and achievement of pupils with SEND.
3. Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs and disabilities.
4. Monitor individuals to ensure that they receive provision that is appropriate to their needs.
5. Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths.
6. Work in partnership and collaboratively with parents, child and appropriate agencies.
7. Make effective provision for resource entitlement for children with SEND.
8. Integrate children with Special Educational Needs and Disability (SEND), giving them access to the Early Learning Goals and the National Curriculum.

## **Objectives**

1. To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND.

4. To provide an Inclusions Leader who will work with the SEND Policy
5. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.

### **Identifying SEND**

The SEND Code of Practice 2014 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 broad areas of need, as outlined in The SEND Code of Practice, 2014:-

#### 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 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

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 SEND. 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 SEND)

- 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 as a need does not necessarily describe SEND but can be an underlying response to a need.

Manor CE Infant School has a clear approach to identifying and responding to SEND. 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 SEND 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 2014**

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 Inclusion Leader, will assess whether the child has SEND. 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 2014

### **A Graduated Approach to SEN Support**

At Manor CE Infant 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 One Phonics Screening Test) and Foundation Stage Profile. We also carry out a screening procedure (DEST) for the majority of pupils in their Reception year, to identify any specific literacy difficulties. The Hampshire SIDNEY programme (Specific Intervention for Dyslexia Notably in the Early Years) is used early in Year One to address the individual needs of the pupils whose DEST results indicate a need for further intervention.

At Manor CE Infant 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 2014) learning experiences and these pupils under the Code of Practice, are known as needing 'SEND 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. 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 an Inclusions Provision Register which identifies children with SEND, the provision they receive and their outcomes.

### **Managing Pupils' Needs on the Inclusions 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 Inclusions Leader. The Inclusions Leader or Headteacher 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 SEND Support will have an Individualised Education Plan (IEP), which targets the particular area where they require 'additional to or different from' support. Those pupils identified with additional special needs will receive support in one or more of the following ways:-

1. Learning Support Assistant (LSA) support
2. Differentiated work, modified timetable and environment
3. A specific intervention program (e.g. SIDNEY, Precision Teaching, Toe by Toe)
4. Ideas for home support activities

The level of provision needed is decided by using progress data and outcomes from ongoing assessments.

The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on

<http://www.hantslocaloffer.info> and in our own SEND Information Report, available on our website <http://www.manor.hants.sch.uk>

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify provision and take into account the expertise of other professionals. Where a child meets appropriate criteria, the school will request additional support and commence the statutory assessment process to apply for an Education and Health Care Plan (ECHP).

### **Criteria for Existing SEND Support**

When a child consistently meets the outcomes set on their IEP and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closely by the Class Teacher. Our SEND Information Report and SEND Provision fully detail all the interventions we use at every stage.

### **Supporting Pupils and Families**

The LA Local Offer can be found at <http://www.hantslocaloffer.info>. The school's SEND Information Report can be found at <http://www.manor.hants.sch.uk> These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found on the home page of our website.

To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

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 IPA meetings, as appropriate.

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.

### **Monitoring and Evaluation of SEND**

The school has a detailed management 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, Inclusion Leader and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

### **Training and Resources**

All staff have regular in-house training to keep them up to date with current practices and procedures. The Inclusions Leader also attends the LA's SENCo network meetings in order to keep up to date with local and national updates. The Inclusions Leader also has strong links with local schools.

## **Roles and Responsibilities**

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

- SEND Governor- with a responsibility to liaise with the Inclusion Leader and monitor participation and progress of pupil's with SEND.
- SEND Learning Support Assistants – all our Learning Support Assistants are fully trained in implementing a range of intervention programmes. This aspect of their work is overseen by the the Inclusion Leader and Headteacher.

## **Accessibility**

The school is open plan and on one level, for children to access. As such, the school is fully accessible for wheel chairs. There are disabled changing and toilet facilities and a disabled parking bay.

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

The Governing Body is committed to having a high level of support from LSAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is also open plan in design meaning that it is easily accessible for all pupils. The school also has a Small Learning Room where, at key times in the day, children are welcome to receive extra support. The school has an open door policy and parents and carers are welcome at any time to discuss any concerns.

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher and / or Inclusions Manager as soon as possible.

Hampshire Local Authority (LA) 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.

## **Useful Links**

SEND Information report - (home page) <http://www.manor.hants.sch.uk>

Hampshire County Council's Local Offer [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)