



Stannington Infant School

Special Education Needs and Disabilities Policy



Stannington Infant School
School Vision and Aims

"A Friendly Creative Environment for Learning Together"

Our Aims:

- " We aim to encourage a caring and positive attitude amongst the children towards all others and their environment.
- " We aim to provide an inclusive, safe, secure, healthy and happy environment.
- " We aim to provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.

Friendly ...

We aim to always be welcoming and provide a caring and nurturing ethos that enables all children to flourish. We are an inclusive school and have a strong commitment to working with parents. We want our children to be proud of their achievements and those of others within the school. Through our Golden Rules we have a positive approach to behaviour.

To provide an inclusive, safe, secure, healthy and happy environment.

Creative ...

We aim to inspire our children through our creative curriculum. We have whole school themes like 'Mega-structures' or 'Pirates and Explores' Our Curriculum includes the creative arts, Modern Foreign Languages and the Environment. We provide rich, quality first hand experiences and the children have a voice in their learning so that it is relevant to their context. We have stimulating visits and visitors to enhance the learning



To provide a challenging, creative and rich curriculum which will develop curiosity confidence and independence.



Environment ...

We aim to make full use of our location and stimulating environment through our educational visits and forest school practice. We learn both inside and outside to provide memorable experiences and ensure learning is brought to life for all our pupils. We celebrate diversity at a local, national and international level.

To encourage a caring and positive attitude amongst the children towards all others and their environment.



Learning together...

We aim to develop a life long love for learning. We want the children to develop the habits of learning ~ resilience, resourcefulness, reciprocity and reflection. We have high expectations of both our children and staff. The adults in school are highly motivated, professional and have a commitment to their own continuous learning. We aim to provide challenge for all pupils to ensure they achieve the best in all they do and encourage them to accept and understand difference.

To encourage a caring and positive attitude amongst the children towards all others and their environment.

To provide an inclusive, safe, secure, healthy and happy environment.

To provide a challenging, creative and rich curriculum which will develop curiosity confidence and independence.

Aims

The Aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of a child are identified, assessed, monitored and provided for.
- To promote the development of self-confidence and self-esteem in all children
- To promote the emotional well-being of all children.
- To maintain close working relationships with outside agencies
- To ensure that parents and families are able to play an active role in supporting their child's development and education.
- To ensure that children have a voice in this process.
- To maintain an efficient system of record keeping and communication to ensure progression.

Definitions of Special Educational Needs 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) above or 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 they will be taught.

The Four broad areas of Special Needs as set out in the SEND Code of Practise 2014 are:

- **Communication and Interaction with others** - which can include children on the Autistic Spectrum
- **Cognition and Learning** - which included moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- **Behavioural, emotional and social development**-such as anxiety, disruptive behaviour, ADHD, ADD and attachment disorder
- **Sensory and/or physical needs** - this includes hearing and visual impairments, multi- Sensory or physical disabilities

However, it is important that the school recognises that a child's needs may fall into more than one category, and may change over time.

Educational Inclusion and Access to the curriculum

At Stannington Infant School we aim to enable all our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children and families to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect that children:

- Have different education and behavioural needs
- Require different strategies for learning
- Learn at different rates
- Need a range of different teaching approaches and experiences

We also consider aspects which are not Special Educational Needs but may impact on progress and attainment such as;

- Disability (the Code of Practise outlines the "reasonable adjustment" duty for all schools provided under current Disability Equality legislation- these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Responsibility for the co-ordination of SEND Provision

The persons responsible for overseeing the provision of all children including those with SEND are Rachel Billingsley (Inclusion Co-ordinator) and Sarah Binns (Headteacher).

The person responsible for co-ordinating day to day provision for pupils with SEND is Rachel Billingsley (Inclusion Co-ordinator)

The Governor responsible for SEND is Charlotte Surridge

Roles and Responsibilities

Inclusion Co-ordinator's role

The Inclusion Co-ordinator is Rachel Billingsley. She is responsible for co-ordinating the special educational needs provision throughout school. This involves:

- Overseeing day to day operation of the SEND policy
- Managing class and individual SEND records
- Regularly updating the SEND register
- Co-ordinating provision for children with SEND
- Working alongside staff to assist in identifying, assessing and planning for children's needs and ensuring that children make progress
- Advising on graduated approach to SEND support
- Liaising with parents of children with SEND
- Links with other education settings and outside agencies
- Ensuring that SEND records are kept up to date
- Contributing to and, where necessary, leading the Professional Development of staff

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including those who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers should have high aspirations for every pupil. With advice and support from the Inclusion Co-ordinator, clear targets should be set and reviewed regularly at parents' meetings. Teachers should seek practical advice, teaching strategies, and information about the types of SEND from the Inclusion Co-ordinator. Teachers must involve parents and pupils in planning and reviewing progress of SEND. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff have their own individual pupil file which gives them access to:

- SEND review meeting minutes
- Information on individual pupils SEND, outside agency reports, SEND support plans
- Every member of staff has a CPD file containing practical advice for supporting pupils with Autism, Cued articulation, Dyslexia, Numicon
- Information about Stannington Infant Schools' Local Offer via the school website

Arrangements for co-ordinating SEND Provision

The Inclusion Co-ordinator will hold details of all SEND records for individual pupil's as well as each class teacher having an individual file for SEND pupils in their class.

All staff can also access:

- The Stannington Infant School SEND Policy
- A copy of the SEND register
- Guidance on identification of SEND in the Code of Practise
- Information available through Sheffield's SENDD Local offer on the school website
- Provision maps for each half term detailing provision for individual and groups of pupils

Headteacher

It is the Head teacher's responsibility to:

- Ensure that the Inclusion Co-ordinator is able to influence strategic decisions in SEND
- Put in place arrangements to ensure that parents are regularly engaged in discussions about the progress of their child at least three times per year.
- Ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified SEND

Governors

The governing body must ensure that:

- The necessary provision is made for any child who has SEND
- Teachers in school are aware of the importance of identifying and providing for those children who have SEND
- Parents are notified of a decision by the school that SEND provision is being made for their child
- The Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with SEND, providing strategic support to the head teacher
- The SEND Policy is published on the school website
- A qualified teacher is designated as Inclusion Co-ordinator
- Arrangements are in place to support children with medical conditions
- Information regarding arrangements for the admission of disabled pupils is published, including steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans
- The name of the person responsible for co-ordinating SEND provision is published in the school prospectus

The governors of Stannington Infant School are responsible for entrusting the Head teacher Mrs Sarah Binns to monitor Safeguarding and Child Protection procedures. In a support and challenge role the governors ensure that the school is as inclusive as possible and treats all children, staff and parents in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.

Admissions arrangements

Please refer to the information contained in our school prospectus.

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

Identification, Assessment and Provision

Identification, assessment and provision for children with special educational needs is carried out on a whole school level. This cycle is referred to as 'Assess, Plan, Do, Review' in the SEND Code of Practice 2014. The governing body, The Headteacher, Inclusion Co-ordinator and all members of staff have important day-to-day responsibilities. All teachers are teachers of special needs. Teaching children with SEND is therefore a whole school responsibility.

The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose attainment falls significantly outside the expected range may have special educational needs.

They may:

- Have made little or no progress
- Shows signs of difficulty in developing literacy or mathematical skills which are resulting in low attainment in other curriculum areas
- Present persistent emotional or behavioural difficulties which are not managed or alleviated by the school's behaviour management techniques
- Have sensory or physical difficulties which are affecting their progress
- Have communication and/or interaction difficulties which are affecting their progress

Initial concerns may be expressed by staff and/or parents. These concerns are carefully monitored and reviewed regularly. Teachers and/or the Inclusion Co-ordinator will discuss the concerns with parents and keep a written record of any initial concern on the school initial note of identification form. Teachers and the Inclusion Co-ordinator will discuss what classroom support and teaching techniques and resources are appropriate to meet the needs of the child. Concerns are also discussed at Pupil Progress meetings each term, where achievement and progress are discussed in detail with parents.

Children with EAL and/or are New to English need their progress to be monitored across all aspects of learning carefully. This careful monitoring will show whether difficulties relate to their learning of English as an additional language or are as a result of SEND or disability. Difficulties related solely to learning English as an additional language are not classified as SEND.

A Graduated Approach

Through the assess, plan, do and review graduated approach teachers will identify pupils who will be recorded on their Quality First Teaching. The process of Quality First Teaching is as follows:

- a) Identify any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade descriptors
- b) Once a pupil has been identified as possibly having SEND or working below age related expectations they will be closely monitored by staff in order to gauge their level and possible difficulties
- c) 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
- d) The Inclusion Co-ordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will need necessary
- g) Parents will be informed fully of every stage of their child's development.
- h) Parents meetings are used to monitor and assess the progress being made by children.

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 for the child to be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put into 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 assessments 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.

This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are contributing to the child's progress. Where external support staff are involved their work will help to inform the assessment of need. Where they are not involved they may be contacted following discussion and consent by the parents.

Plan

Planning will involve consultation between the teacher, Inclusion Co-ordinator, parents and where appropriate outside agencies to plan interventions, strategies and support required to overcome learning barriers. Clear, achievable targets are set regarding the impact on progress, development and/or behaviour that is expected and a clear review date. This will be recorded on an individual Special Education Needs Support Plan and is reviewed each term by the class teacher and Inclusion Co-ordinator in conjunction with the parents. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, particular teaching strategies/approaches that are being employed and the outcomes that are being sought to ensure a consistent approach to the child's learning.

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 1:1 teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The Inclusion Co-ordinator will provide strategies support during this stage.

Review

Reviews of a child's progress will be made half termly. The review process will evaluate the impact of interventions and adjustments. It will also take into account the views of pupils and parents through the parent and pupil questionnaires sent out each term. This review will be recorded on a child's SEND support plan. The class teacher, in conjunction with the Inclusion Co-ordinator will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an outside agency such as Learning Support Service, Speech and Language Therapy. A referral will be made, with parental consent and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC). The decision to make a referral for an Education and Health Care Plan will be taken at a child's SEND review meeting.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Inclusion Co-ordinator
- Health Professionals

Information will be gathered relating to the current provision, action points that have been taken, and the 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 a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/localoffer.page>

or by speaking to the Special Educational Needs Team on:

0114 2736394

Or by contacting Parent Partnership on:

0114 2736009

Education, Health Care Plans (EHC Plan)

Following Statutory Assessment an EHC plan will be provided by Sheffield City 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 will be involved in developing and producing the plan.

Parents 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, the pupil and professional involved with the child. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put into place, for example reducing or increased.

Supporting pupils with medical needs

At Stannington Infant School we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents. These are discussed with all staff. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parent's medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.

Evaluating the success of provision

Pupil progress is monitored each half term. The success of SEND provision and interventions for children on the SEND register are recorded on the child's SEND support plan, which is updated on a termly basis. This helps to identify whether provision is effective.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff parents and pupils throughout the year. This is done in a termly questionnaire to accompany a child's SEND review.

In Service training

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Inclusion Co-ordinator, with the leadership team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to other agencies and voluntary organisations

The school has strong working relationships and links with external services in order to fully support our SEND pupils and their families and to aid inclusion.

Sharing knowledge and information with our support services is key to effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Co-ordinator who will then inform the child's parents.

The Inclusion Co-ordinator is the designated person responsible for liaising with external agencies, although in some cases the class teacher and support staff will also be involved. Agencies/organisations include, amongst others:

- Fusion Teaching School Alliance (formerly Learning Support Service)
- Educational Psychology Service
- Multi Agency Support Teams
- Speech and Language Service
- Sheffield Autism Team
- Early Years Inclusion Team
- Specialist Outreach Service

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency

Working in partnership with parents

Stannington Infant School prides itself on working closely with parents in all aspects of their child's education and this is vital 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 outcomes are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Co-ordinator will signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil (if appropriate) will always be consulted with regards to future provision. Parents 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 Charlotte SurrIDGE may be contacted at any time in relation to SEND matters.

Links with other schools

The school works in partnership with other schools in Peak Edge Multi Academy Trust as well as attending city wide training events. This enables the school to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Many strategies are in place to enable a pupil's smooth transition between classes and Nook Lane Junior School. These include:

- Discussions between SENDCO/parents and Headteacher- SEND transition reviews
- All pupils attend transition visits during the Summer term and planned events including sports events, assemblies, class visits ensure a smooth transition for all pupils
- Parent open evenings
- Additional visits are arranged for pupils who need extra time in their new class/school
- Social story books about a child's new class are made using photographs that the children have taken themselves
- Detailed conversations with class teachers about individual pupils learning and SEND

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and 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 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Teachers Standards 2012

Date: 20.1.20

This policy will be reviewed September 2020