

# Hartford Infant School



## SEN & Inclusion Policy October 2020

Lead person: Mrs Vicky McGregor  
Adopted by Governors: Autumn 2020  
Date of revision: Annually Autumn 2021 [addendum added February 2021]

## **Hartford Infant SEN and Inclusion Policy**

This policy is based upon the statutory Special Educational Needs and Disabilities (SEN) Code of Practice 2014 and updated in 2015 and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out the school's responsibilities for pupils with SEN and disabilities.

The Special Educational Needs and Disabilities regulations 2014 which sets out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN Coordinators (SENCOs) and the SEN Information report.

### **Aims**

The SEN Policy aims to:

- demonstrate how the School will support and make provision for pupils with SEN;
- explain the roles and responsibilities of staff in providing for pupils with SEN;
- explain how the school will work to raise the aspirations and expectations for all pupils with SEN, with a focus on individual outcomes;
- describe how the school will make every effort to create an inclusive environment which does not discriminate against pupils with SEN or disability, whilst maximising pupils' achievements and promoting independence and lifelong learning;
- show how the school achieves best outcomes for pupils through assessment and evaluation of provision.

### **Definition of Inclusion:**

- Inclusion at Hartford Infant School means meeting the individual needs of children. This may mean that reasonable adaptations are made to the curriculum and provision without compromising the learning of other children. If you walk around our school, you will not see all children doing the same thing at the same time.
- Our staff have high expectations for all children. They work hard to ensure that barriers to inclusion are removed. The aim is for all children to be offered access to every aspect of school life.
- Staff work with commitment to help all learners at Hartford Infant School become independent, engaged learners who have great self-esteem.

### **Definition of SEN**

Pupils have a SEN, if they have a learning difficulty which has an impact on their progress and attainment and calls for a special provision to be made for them beyond or in addition to, a differentiated curriculum.

The Code of Practice describes 4 broad areas of SEN and at Hartford Infant School there is provision to manage and support pupils with needs in each of the categories. Please refer to the School Offer to read about specific details.

The school does not consider the following to be SEN but does understand that they still might have an impact on progress and attainment. If you would like to discuss support for the following areas of need, please contact the SENCO who will pass on your details to the relevant member of staff:

- disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality Legislation-these alone do not constitute a SEN. Where a disabled child requires special educational provision, they will also be covered by a SEN definition:
- attendance and punctuality;

- poor health;
- safeguarding issues;
- EAL;
- being in receipt of Pupil Premium;
- being a Looked After Child;
- being a child of service personnel;
- having behavioural difficulties.

## Identification of SEN

We may already know that a pupil needs extra support or has an educational need. For example:

- if s/he has come from a previous school or pre-school which has passed on information;
- if s/he has been seen by an outside agency such as a speech therapist who may have passed on information.

It may be that we identify a SEN ourselves, or a parent/carer may highlight a concern.

At **Hartford Infant School** staff assess a pupil 's skills and levels of attainment on entry, these assessments build upon those carried out in previous settings.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between child and their peers;
- widens the attainment gap;

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEN.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by reasonably adapting our core offer, or whether something different or additional is needed.

If a possible need is identified the following steps are followed:

- the teacher will discuss the concern, or the parent will raise it with the teacher;
- the teacher will raise it with the SENCo after implementing strategies to address the need;
- the SENCo may follow up with an observation or further assessment;
- the SENCo, teacher and parent will agree upon a course of action e.g. small group support, different strategies or additional resources;
- The child may be given One Page Profile or SEN Passport to identify support and track progress (see the consultation with Parents/Carers section of this policy);
- If, after a short period of time, the course of action has not made the expected outcome on learning, we may decide to make referrals to outside agencies for additional support. This will be shared and discussed with parents before it takes place;
- If progress is still not as expected the parents and school may consider making an application for an Education Health Care Plan (EHCP);

## **The Four Categories of SEN Need**

### **1. Communication and Interaction**

Children with speech, language and communication needs (SLCN) may have a difficulty in communicating with others. This may be because they find it a challenge to say what they want to, a challenge to form sounds or words or understand what is being said to them. A child may struggle to understand the rules of social communication.

The Autistic Spectrum comes within this area of need as children with ASD are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2. Sensory and Physical**

Some children have a disability. These include:

- Hearing impairment (Hi);
- Visual impairment (Vi);
- Multi-sensory impairment (MSi);
- Physical disability (PD).

All of the above may require specialist support and equipment to help them access learning.

### **3. Cognition and Learning**

If a child learns at a slower pace to their peers, even with appropriate differentiation, support for learning difficulties may be required. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions including:

- dyspraxia;
- dyslexia;
- dyscalculia.

### **4. Social, Emotional and Mental Health difficulties (SEMH)**

Children may experience a range of social and emotional difficulties which can manifest in many ways. These may include:

- being withdrawn or isolated;
- showing challenging or disruptive behaviours.
- Such behaviours may reflect mental health difficulties including anxiety, depression, self-harming, eating disorders or physical symptoms which are medically unexplained.

Other children may have medical disorders such as Pathological Demand Avoidance (PDA), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder (AD).

## **Roles and Responsibilities**

### **At Hartford Infant School**

#### **Staff will:**

- identify pupils who have SEN as early as possible and provide them with the most appropriate support;

- be responsible for the progress and development of every pupil in their class;
- be provided with appropriate support from the Leadership Team to ensure pupils access the Assess, Plan, Do Review model;
- work closely with parents/carers and where appropriate provide them with links to organisations which may be able to offer additional support;
- work closely with any teaching assistants or specialist staff to plan and evaluate the impact of support and interventions and how these can be linked to classroom teaching;
- work closely with the SENCo to review each child's progress and development and decide on
- any changes to provision;
- ensure that pupils can access assessments, for example SATS;
- ensure that children make successful transitions to other schools.

## The SENCo

The **SENCo** at **Hartford Infant School** is **Mrs V McGregor**, she will:

- work with the Headteacher and Link Governor for SEN to determine the strategic development of the SEN Policy and provision in the school;
- have the responsibility for the operation of this SEN Policy and the coordination of special provision made daily to support individual pupils with SEN, including those with EHC Plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEN receive appropriate support and high-quality teaching;
- advise stakeholders on the graduated approach to providing SEN support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and appropriately;
- be the point of contact for external agencies;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements;
- ensure that the school keeps the records of all pupils with SEN up to date;
- line manage the Teaching Assistant's, carry out appraisal and deliver their SEN training;
- manage and interpret the SEN data leading to the identification of next steps.

## Link SEN Governor

The Link Governor for SEN at Hartford Infant School is **Mr Vaughan Clark**, he will:

- Raise awareness of SEN issues at Governors' meetings;
- monitor the quality and effectiveness of SEN and disability provision across the school and update the Local Governing Body on this;
- work with the SENCo and Headteacher to determine the strategic development of the SEN policy and provision across school.

## The Headteacher

The Headteacher, **Mrs Rae Lee**, will:

- work with the SENCo and SEN Governor to determine the strategic development of SEN across the school;

- hold the overall responsibility for the provision and progress of learners with SEN or other disability.

## Consultation with Pupils and Parents/Carers

The school has an initial discussion with parents when identifying whether SEN provision is needed.

This conversation will make sure that:

- stakeholders have a good understanding of the pupils' areas of strengths and difficulties;
- parents' concerns and views are considered;
- stakeholders agree outcomes sought for the child;
- stakeholders are clear and agree with next steps.

Notes of these early discussions will be added to the pupils file and shared with parents.

Once a pupil has been identified as having an SEN, and after consultation with parents/carers, she/he will be placed on the Special Needs Register.

Children on the register have an EHCP or are considered to need SEN SUPPORT.

This register is reviewed on a termly basis. Children will go onto and come off it each term in accordance with progress and their need.

Children on the SEN Register will in the first instance have a **Hartford Infant School Pupil Profile**.

This is child-centred and describes the child's strengths and areas for development. It identifies provision and personal targets based upon the **Assess, Plan, Do Review** model.

The **Hartford Infant School Pupil Profile** demonstrates the intent to remove barriers to success. Parents and carers are involved in the formulation and their voice is represented. This is also true regarding the voice of the child. The plans are reviewed at least termly by the key stakeholders and where appropriate outside agencies.

All staff working with the pupil will be made aware of a child's needs and their roles and responsibilities regarding the identified provision and expected outcomes.

## Assessing Pupil Progress

At **Hartford Infant School** we follow the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review**. Please see the SEN Report for further details.

Teachers work with the SENCo to carry out a clear analysis of the pupils needs.

This will draw on:

- teacher assessment and knowledge of the pupil;
- past progress and attainment (the pupil is tracked over time to ensure that progress builds from their starting points);
- individual progress in comparison with their peers and national data;
- the views and experiences of parents;
- the pupil's own views;
- advice from external support services.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

## Evaluating the effectiveness of SEN provision

The provision for pupils with SEN is evaluated by:

- reviewing pupils' individual progress toward their goals each term;
- reviewing the impact of interventions at least termly;
- analysing data to compare the outcomes of children at Hartford Infant School with those locally and nationally;
- using pupil questionnaire and pupil voice;
- monitoring by the SENCo and Senior Leader's
- using Provision Maps to track progress;
- holding Annual Reviews for pupils with EHC Plans;
- using parental questionnaires and collating their voice.

In addition to this **The Cam Academy Primary Education Lead, Mr C Jukes** and **Ms Emma Neagle, SEN Director**, meet at least termly with the SENCo. The SENCo writes an action plan which is shared with senior leaders and the Governors and in turn these bodies hold the SENCo to account.

## Adaptations to the Curriculum and learning environment

At **Hartford Infant School** the following adaptations are made to ensure that pupils' needs are met:

- Differentiating the curriculum to ensure children can access it, for example, by grouping, 1:1 support, teaching style and content of the lesson;
- Adapting resources and using specialist staff;
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, work stations etc;
- Differentiated teaching e.g. giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud etc;
- A space for nurturing support (The Rainbow Room).
- Additional Support for learning

Staff provide additional support in several ways including:

- 1:1 intervention used when a child has an individual need, for example, physiotherapy or speech;
- small group work where there are a group of children who need the same intervention (which can still be personalised);
- working alongside outside agencies, for example, the speech and language team who will model strategies and then return to review progress and plan next steps.

## Working with Outside Agencies

We welcome the opportunity to work with outside agencies. These include health and social care, local authority support services and voluntary sector organisations. Support is accessed in many ways, some through a direct referral, other through the Early Help Assessment Process.

## Securing equipment and facilities

Resources or provision for an individual child are identified through the **Assess, Plan, Do Review** graduated approach. Funding comes from the SEN notional budget or through EHCP process. If at other times resources are needed, these will be requested from the SEN budget.

## **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- Our extra-curricular clubs and school visits are available to pupils, including our before and after school club (Treehouse Club).
- All pupils are encouraged to take part in sports day/school plays/special events including those raising funds for charity or celebrating religions.
- When appropriate risk assessments are put in place, children are not excluded from taking part due to their SEN or disability.
- To remove barriers to attendance parents sometimes join us for trips, additional support is deployed, or physical resources are utilised e.g. ear defenders, movement aids. We work with parents to identify and make provision possible.

## **Training and Resources**

SEN provision is funded from the schools notional SEN Budget and money allocated to an individual Health and Care plan. Some children may also benefit from Pupil Premium Funding.

The SENCo, **Mrs McGregor**, has experience in this role and has also worked as a teacher and Senior Leader across the primary range. She is allocated two days a week to fulfil the position of SENCo.

There are currently 13 Teaching Assistants

Specialist staff are, when appropriate, used to deliver speech and language, occupational therapy and pastoral interventions.

Training needs of staff are identified in accordance of the needs of children and the school's self-evaluation process.

All teachers and support staff undertake an induction process.

The SENCo regularly participates in LA/ Trust/National SENCo meetings and other updates to keep the school abreast of local and national updates. The SENCo (and other identified staff) participate in specific training e.g. ASD, which is then cascaded throughout the school.

## **Transition**

We share information with new a new school if a child moves from **Hartford Infant School**. As part of transition we aim, if feasible, to visit the school to plan with the SENCo. If this is not possible conversations and information sharing will occur.

For any child in Year Two with an EHCP or complex SEN need we invite the receiving SENCo to end of year reviews.

We work to plan a transition package which may incorporate additional visits, and each child's transition package is bespoke and in accordance with their individual needs.

For a child moving to **Hartford Infant School** we join meetings and reviews prior to them joining us.

We work with families and the previous settings to plan provision and build positive relationships between home and school. A bespoke induction package is planned.



## **Storing and Managing Information**

Information relating to the storage of documents related to an individual pupil's SEN fits with the school policy on Information Management and the Confidentiality Policy. We comply with all aspects of GDPR.

## **Complaints**

Any complaint about SEN provision should be addressed to the SENCo. Should the complaint not be resolved the procedures in the Complaints Policy found on the school website should be followed.

The parents/carers of pupils with disabilities have the right to make a disability discrimination claim to the first tier SEN tribunal if they believe that the school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- exclusions;
- provision of education and related services;
- making reasonable adjustments, including the provision of axillary aids and services;

## **Links with Other Policies and Documents**

This policy links to those on:

Accessibility  
Behaviour  
Equality  
Supporting children with medical conditions  
Safeguarding  
Intimate Care  
SEN Offer and Information Report

The Local Offer

This very important link sets out in great depth how children with SEN are supported in Cambridgeshire.

Please also see the link to the Cambridgeshire Local Offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

## Covid19 Addendum for SEND Policy January 2021

### **Coronavirus (COVID-19) – special educational needs**

**Hartford Infant School** are continuing their legal duty to provide education, health and care (EHC) needs assessments, when requested or needed. Our [local offer](#) has links to resources that parents/carers may find helpful during the national lockdown for Covid-19.

By law, the process should take up to 20 weeks, but this can change in exceptional circumstances, such as the current outbreak.

### **Government Guidance following national lockdown for Covid19**

#### **Temporary changes to SEND legislation**

The following statement has been taken from the DfE '**Restricting attendance during the national lockdown: schools**' updated January 2021

*“Some pupils with Special Educational Needs and Disabilities (SEND) (whether with education, health and care plans or on SEN support) will continue to need specific help with the changes to routines they are experiencing, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.*

*Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil’s medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.”*

#### **Current Provision and Support**

Our SENCO, Mrs. McGregor, continues to support children and their parents whether children are in school or at home. She can be contacted via the school or on her email [vmcgregor@hartfordinfantschool.org](mailto:vmcgregor@hartfordinfantschool.org) and can offer help and support.

Whilst outside agencies are generally not able to come into school, consultations can happen in a bespoke manner. Parents can be involved in these using [Microsoft Teams](#).

Children with EHCPs have been offered places in school. If the parents decide not to take up this offer, they work with Mrs. McGregor to create a risk assessment which follows local authority guidance. This explores provision identified in the EHCP and considers how support can be facilitated within the home. Hartford Infant School staff will work relentlessly to remove barriers to a child’s engagement with their learning.

For those children in school EHCP provision will continue and staff will plan to provide learning opportunities and experiences to meet set expectations e.g. working on targets set out in child’s EHCP. Staff will be in weekly communication with parents via email. We feel a partnership approach ensures the best support for children.

Children with identified SEN needs will have access to a relevant curriculum through pre recorded video lessons (on the [School YouTube](#) channel) and Homework Packs (posted fortnightly on the [school website](#)) planned and created by their year group teachers. The work set by teachers will take into consideration the individual needs of pupils. It will follow a well sequenced curriculum planned so knowledge and skills are built incrementally.

Teachers will check the work posted on Tapestry (the school's online learning journal) regularly to gauge how well pupils are progressing. The wellbeing of pupils will also be closely monitored through phone calls and email conversations with parents, Zoom sessions and observations.

If children do not have access to the online and digital materials the school will endeavor to provide comparable paper-based materials which will be delivered to the home. School will offer a digital device to support at home.

Parents will also be signposted to additional avenues of support e.g. Remote learning resources such as Oak Academy Specialist content for pupils with SEN will be used where appropriate.

Where possible access to specialist resources or adapted provision will continue in school/home e.g. nurture. If the child is at home this will require support from parents to enable the sessions to be successful. Staff will work from the Hartford Infant Pupil Profiles which contain bespoke information about each child (and have been shared with parents). Provision may include, for example, the use of visual timetables, task cards, ear defenders, sensory breaks or overlays.

SEN children will have access to breakout spaces should they need time out from their classes for any reason related to their SEN.

If a child has an Intimate Care Plan or Health Plan this will be reviewed with parents to ensure it is Covid secure.

During the second half of the Spring Term children with Pupil Profiles and EHCP reviews will have their provision reviewed by their teachers and parents alongside Mrs. McGregor (if needed) and where appropriate outside agencies involved. The child's voice will be an important part of this process and will be recorded as appropriate.

If there are children who are not on the SEN register, but are being monitored closely, this will continue, and referrals can be made to outside agencies if appropriate.

It is understood that being a parent or guardian of a child with SEN can bring challenges, especially during a pandemic. The school will work hard to provide emotional support to parents and to make links with other agencies who are able to do this in a specialised manner.

**This information should be read alongside the Hartford Infant School Remote Learning Policy.**

### **Plans for re-integration and transition to new classes/schools**

We know that any transitions, especially for many of our pupils with SEND, can be stressful and needs to be well planned, in advance, and should not be introduced abruptly. We understand that re-integration back into school and/or transition to a new class or school is going to be made even more challenging following the Covid19 national lockdown. Furthermore, we know that pupil's reactions to returning to school will vary greatly and some pupils will potentially need much more additional support.

As such, our aim is to plan carefully for transition and reintegration and work closely with parents/carers to help prepare their child/children and guide them through these transitions carefully. As the whole school returns we will continue to review the provision to meet the differing needs of our pupils with SEND as they are taught as part of their year group bubble.

The SENCo will remain in contact with the families and children with SEND and will ensure that the home learning is adapted according to their needs.

Risk assessments were completed during lockdown and will be reviewed and used over the spring term, in identifying what additional support pupils with education, health and care plans need to make a successful return to

full education. Risk assessments will also prove useful if pupils have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires the school to return to more limited attendance, or temporarily close.

The SENCo will contact parent/carers and involve them in planning for their child's return to school at the end of the national lockdown.

It is important the pupils with an Education Health Care Plan continue with their learning during lockdown and we expect these pupils to be in school unless there is an agreement between home and school that the child is best off at home. If it is agreed that a child is best off at home, then parents should support their child to access learning provided by the school. Where external agencies are involved in supporting a child e.g. specialist support teachers, therapists, this involvement will continue virtually wherever possible.