

Hartford Infant and Pre School



SEN & Inclusion Policy November 2021

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

This policy is based upon the statutory Special Educational Needs and Disabilities (SEN) Code of Practice 2014, 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 set out the School's responsibilities for Education, Health and Care Plans (EHCP), SEN Coordinators (SENCo) and the SEN Report.

Aims

The SEN and Inclusion Policy aims to:

Demonstrate how Hartford Infant and Preschool will support and make provision for pupils with SEN.

Explain the roles and responsibilities of staff in providing for pupils with SEN.

Explain how Hartford Infant and Preschool will work to raise the aspirations and expectations for all pupils with SEN with a focus on individual outcomes.

Describe how Hartford Infant and Preschool will make every effort to create an inclusive environment which does not discriminate against pupils with SEN or disability, whilst maximising pupils' achievement and promoting lifelong learning.

Demonstrate how staff support individual need and design provision for pupils with SEN.

Highlight how staff, parents and carers work in partnership to raise aspiration and achievement with a focus upon clear individual outcomes.

Demonstrate how staff achieve best outcomes for pupils through assessment and evaluation of provision.

Definition of Inclusion

Inclusion at Hartford Infant and Preschool means meeting the individual needs of children. This may mean reasonable adjustments are made to the curriculum and provision without compromising the learning for other children. If you walk around our setting, you will not always see the children doing the same thing at the same time. Our provision can be, where needed, bespoke.

Our staff have high expectations for all children. They work to ensure barriers to inclusion are removed. Our aim is for all children to be offered access to every aspect of school life.

Staff work with commitment to help all learners become independent, engaged learners who have great self-esteem.

Definition of SEN

Pupils have a SEN if they have learning difficulty which has an impact on their progress and attainment and calls for special provision which is *different from* or *in addition to* a differentiated curriculum.

The SEN Code of Practice describes four broad areas of need. At Hartford Infant and Preschool there is provision to manage and support children with needs in each of the categories. Please refer to the School Offer to read specific details.

The school does not consider the following to be SEN but understand how they **may** impact upon 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 most relevant member of staff.

- Disability (the Code of Practice outlines the “reasonable adjustments” 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 provision, they will also be covered by a SEN definition.
- Attendance and punctuality.
- Poor Health
- Having English as and additional language
- Safeguarding concerns
- Being in receipt of Pupil Premium
- Being a child of Service Personal
- Having behavioural difficulties
- Children in care

Identification of SEN

We may already know that a pupil needs extra support or has an SEN, for example:

- If s/he has come from a previous preschool or school which has passed on information.
- If s/he has been seen by an outside agency such as a Speech Therapist who may have shared information.

It may be that we identify a possible SEN at Hartford Infant and Preschool. A child, parent or carer may also highlight a concern which will be listened to and explored. A need may also be identified by an outside agency.

At Hartford Infant and Preschool staff assess skills and levels of attainment on entry, these assessments build upon any carried out by a previous setting.

Throughout the school year Class Teachers make regular assessments of progress and identify individuals whose progress:

- Is significantly slower than age related expectations
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between a child and their peers
- Does not make enhanced progress despite targeted intervention

Assessment of progress may be in areas other than academic attainment for example social skills.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEN. There may be other factors to explore.

When deciding whether SEN provision is required, we start by identifying desired outcomes, including expected progress and attainment and the views and wishes of the pupil and their parents.

We use this to determine support needed and whether it can provide it by reasonably adapting our core offer (known as Quality First Teaching) or whether something different to or additional to is needed.

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

- The Class Teacher or Preschool Keyworker will raise it with the SENCo after first implementing strategies with the aim of addressing the need. A SEND alert form is used. The Class Teacher will discuss any concerns with the parent/carer before completing the alert.
- The SENCo may follow up with observations or further assessment.

- The SENCo, Class Teacher or Preschool Keyworker and parent/carer and where appropriate child will agree upon a course of action e.g., small group support, different strategies, or resources. The interventions/provisions are carefully tracked.
- If after a short period of time, the course of action has not met the expected outcome, a referral may be made to an outside agency to request more specialist support. This only occurs with the consent of an adult with parental responsibility.
- If a SEND need is identified the child will be placed onto the SEN register and an Hartford Infant and Preschool Pupil Profile will be written and shared with parents. This will reflect any outside agency involvement and will be reviewed at least termly.
- If progress is still not as expected the parent or school may consider making an application for a needs assessment which may lead to an Education, Health and Care Plan (EHCP).

The Four Categories of Need

Communication and Interaction

Children with speech and language needs (SLCN) may have a difficulty in communicating with others. This may be because they find it a challenge to say what they want, a challenge to form sounds or words, or a difficult in understanding what is being said to them. A child may also 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 upon how they relate to others.

Sensory and Physical

Some children have a disability. These include;

- Hearing impairments
- Visual impairment
- Multisensory impairment
- Physical disability

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

Cognition and Learning

If a child learns at a slower pace, even with appropriate scaffolding, support for a learning difficulty may be required. Learning difficulties cover a wide range of need, including moderate, severe and profound learning difficulties.

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

- Dyspraxia
- Dyslexia
- Dyscalculia

Social, Emotional and Mental Health

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 disrupted behaviour

Behaviours may reflect mental health difficulties including anxiety, depression, self-harming, trauma, eating disorders or physical symptoms which are medically unexplained.

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

Roles and Responsibilities

Staff

All Class Teachers at Hartford Infant and Preschool will:

- identify pupils who have SEN as early as possible and provide them with the most appropriate support.
- be responsible and accountable for the progress and development of every pupil in their class.
- communicate effectively with parents/care givers and take their views into consideration and do this by developing a partnership approach.
- listen to, value and respond to pupil voice.
- be provided with appropriate support from the Leadership Team to ensure children access the Assess, Plan, Do, Review model.
- work closely with teaching assistants and where appropriate, specialist staff to plan and then evaluate the impact of support and interventions.
- plan interventions which have clearly defined expected outcomes desired to move learning forward.
- work with children to help them recognise label and celebrate their strengths and successes. Share success with parents/carers.
- Work with children to help them become resourceful and resilient problem solvers who strive to try new things, plan and show pride in their effort and levels of independence.
- Encourage all children to value difference and work together to remove barriers to inclusion and in doing so develop a strong community of support for children to work within.
- Ensure pupils have the correct access arrangements during assessments
- Facilitate successful transitions to new schools.

SENCo

The SENCo at Hartford Infant and Preschool is Mrs. V McGregor, she will:

- work with the Head teacher and SEN Governor to determine the strategic development of the SEN Policy and provision within Hartford Infant and Preschool.
- have responsibility for the operation of the SEN policy and coordination of SEN support.
- provide guidance to colleague and work in partnership with parents. Staff, pupils and outside agencies to ensure pupils with SEN receive appropriate support and high-quality teachers.
- communicate effectively with parents and work to ensure parents/carers feel involved and supported.
- ensure stakeholders understand the graduated approach to providing SEN Support.
- make referrals to outside agencies and be the point of contact for these.
- liaise with potential next/previous providers of education to ensure pupils and their parents are informed about options and to ensure that a smooth transition is planned.
- work with the Head teacher and Governing Body to ensure that the school meets its responsibilities under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements.
- ensure records of SEN are kept up to date and confidential.
- line manage the TAs, carry out appraisals and be involved in the delivery of training.

- manage and interpret SEN data leading to the identification of next steps and report these to the Governing Body.
- be involved in Pupil Progress Meetings to identify and work with staff to plan next steps.
- write need assessment request, support the EHCP process and hold Annual EHCP reviews.
- work closely with parents/carers and where appropriate provide them with links to organisations which may be able to offer additional support

The Link SEND Governor is Mr, Vaughan Clark, who 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 the school.
- provide a level of challenge to the SENCo to ensure provision is appropriate and always moving forward within the school's ethos and aims.

Headteacher

The Headteacher, Mrs, Rae Lee, will:

- work with the SENCo and SEND Governor to determine the strategic development of SEN across the school.
- have overall responsibility for the provision and progress of learners with SEN or other disability.
- hold the SENCo to account through the appraisal process.

Parent/Carer Partnership

The Class teacher will hold an initial conversation with parents/carers given when identifying whether SEN Provision is needed. This conversation will ensure that;

- stakeholder have a good understanding of the pupils strengths and difficulties
- parents concerns and views are listened and responded to
- pupil voice is listened and responded to
- stakeholders agree outcomes sought for the child
- stakeholders are clear and agree with next steps.

If a pupil moves to Hartford Infant and preschool with a SEN which has already been identified the SENCo will talk with the SENCo of the previous setting and the parents/carers to plan next steps. During the transition process the previous setting will always be asked if any needs have been identified to ensure that key information is not lost.

Records of conversations with parents/carers will be kept on the encrypted system used by school called Edukey.

If a child is identified as having a SEN (which is usually after outside agency involvement or diagnosis). There will then be a consultation with parents/carers after which s/he will be placed on the SEN register. Children on the register are considered to need **SEN SUPPORT** or if at a higher level of need an **EHCP**. The register is reviewed at least termly.

Children on the SEN Register have a Hartford Infant and Preschool 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 and Preschool Pupil Profile demonstrates the intent to remove barriers to success. Parents and Carers are involved in the formulation of the plan and their voice represented. This is also true about the voice of the child. Plans are reviewed at least termly by key stakeholders and where appropriate outside agencies.

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

Assessing Pupil Progress

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

Class Teachers/Preschool Keyworkers carry out an analysis of pupil need which draws upon:

- Teacher assessment and knowledge of the pupil.
- Past progress and attainment (pupils are tracked over time to ensure progress is made from their own starting points.
- Individual progress in comparison with peers and national data.
- The views and experiences of parents/carers
- Pupil voice
- Advice from outside agencies

All 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 required.

Evaluating the Effectiveness of SEN provision

The provision for pupils with SEN is evaluated by:

- reviewing individual progress toward expected outcomes on the child's Hartford Infant and Preschool Pupil Profile.
- reviewing the impact of interventions at least termly using provision mapping
- analysing data and comparing the outcomes of children at Hartford Infant and Preschool with those locally and nationally.
- using pupil questionnaire and voice
- monitoring by the SENCo, Senior Leaders, Subject Leads, Governors and Outside Agencies.
- using parental questionnaire and responding to their voice
- holding Annual EHCP reviews.

In addition to this, The CAM Primary Education Lead, **Mr, C Jukes** and **Mrs, E 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 those bodies hold the SENCo to account.

Adaptation to the Curriculum and Learning Environment

At Hartford Infant and Preschool, the following adaptations are made to ensure pupil needs are met:

- A differentiated/scaffolded curriculum to ensure access
- Adapting resources to meet individual needs e.g. removing excess information.
- Using specialist staff to give advice
- Using recommended aids such as laptops, visual timetables, larger fonts, coloured overlays, workstations, sensory resources.
- Adapting teaching e.g., longer processing time, pre-teaching, reading instructions, chunking learning, multisensory teaching, modelling expectations, sensory breaks

- Targeted intervention which can be 1:1 or small group e.g. speech and language, physiotherapy
- Nurture support within The Nest

Working with Outside Agencies

We welcome the opportunity to work alongside outside agencies. These include NHS Health, Local Authority support services and voluntary sector organisations. Support is accessed in many ways, some through direct referral and other through the Early Help Process.

Securing Equipment and Facilities

Resources and provision for an individual child are identified through the Assess, Plan, Do Review graduated approach. Funding comes through the school's notional SEN budget or EHCP funding.

Being Inclusive

At Hartford Infant and Preschool, we make reasonable adjustments to facilitate engagement and to be inclusive.

- Our extra-curricular clubs, wraparound provision (Treehouse Club) and school visits are available to all pupils.
- All pupils are encouraged to take part in school experiences and special events. sports days and religious celebrations.
- When appropriate risk assessments are created with the most appropriate team and parents/care givers to ensure children are not excluded from taking part in activities due to their SEN or disability.
- To remove barriers parents/care givers are sometimes able to join in for trips, additional support is deployed, or physical resources are used e.g. ear defenders, movement aids.
- We work with parents/carers to make inclusion possible.

Training and Resources

SEN provision is funded from the school's notional SEN Budget and money allocated to an individual Education Health and Care Plan. Some children may also be in receipt of Pupil Premium Funding.

Preschool funding comes from the Local Authority Early Years' Service. If children require additional support an application is made for Special Educational Needs Funding (SENIF). This is a part of the Early Years SEND Offer. Providers can apply for SENIF for children who are on the Early Support Pathway and one of the following:

- Aged three and four
- Deferred school entry

The Preschool is expected to demonstrate that provision required for the child is significantly beyond high quality inclusive practice. SENIF funding is used in a variety of ways and in conjunction with other funding streams such as Disability Access Fund (DAF) and Early Years Pupil Premium.

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 in school plus some admin time to fulfil the role. She can provide training and mentoring and is also trained to provide supervision to staff.

There are currently 13 Teaching Assistants.

Specialist staff, where appropriate, used to deliver speech and language, pastoral intervention.

Training needs of staff based around the needs of the children and the school's self-evaluation process. Appraisal also helps to identify need. Training is carried out using our own specialists

within the school. We also bring in specialists in or send staff out to courses. We are also in the process of building relationships that provided outreach support from local special schools.

All staff undertake an induction process and receive feedback and support as part of school monitoring.

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

Transition

We share information with the new school is a child moves from Hartford Infant and Preschool. As part of transition we aim, if feasible, to meet with the receiving SENCo. If this is not possible liaison will happen over the phone or virtually on Teams.

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

We work together to plan a transition package which may incorporate additional school visits. Each package of support is bespoke and in accordance with a child's individual needs.

When a child joins Hartford Infant and Preschool we aim to join reviews and build relationships before they arrive. Where possible this will include a visit to see the child in their setting. We work with the family and the previous setting to plan a bespoke transition package.

Storing Information

The storage and use of a families information complies with the GDPR and policies on confidentiality and management of information.

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.

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

A claim can be made regarding:

- Exclusion
- Provision of education and services
- Making reasonable adjustments, including axillary aids and services

Links to other Policies and Documents

This policy links to those on:

- Accessibility
- Behaviour
- Equality
- SEN offer and Information Report

The Local Offer

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

[About Cambridgeshire's local offer - Cambridgeshire County Council](#)

This policy was ratified in **April 2022** and will be reviewed in 2023

Signed by the Headteacher: 

Signed by the Chair of Governors: