



## Hartford Infant SEND and Inclusion Policy

This policy is based upon the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2104 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 SEND;
- explain the roles and responsibilities of staff in providing for pupils with SEND;
- explain how the school will work to raise the aspirations and expectations for all pupils with SEND, 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 SEND 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 SEND

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:

1. the teacher will discuss the concern, or the parent will raise it with the teacher;
2. the teacher will raise it with the SENCo after implementing strategies to address the need;
3. the SENCo may follow up with an observation or further assessment;

4. the SENCo, teacher and parent will agree upon a course of action e.g. small group support, different strategies or additional resources;
5. 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);
6. 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;
7. 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 SEND 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 SEND 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 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 SEND Policy and provision in the school;
- have the responsibility for the operation of this SEND Policy and the coordination of special provision made daily to support individual pupils with SEND, including those with EHC Plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND 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 SEND up to date;
- line manage the Teaching Assistant's, carry out appraisal and deliver their SEND training;
- manage and interpret the SEND data leading to the identification of next steps.

### Link SEND Governor

The Link Governor for SEND at Hartford Infant is Mr Vaughan Clark. He will:

- Raise awareness of SEND issues at Governors' meetings;
- monitor the quality and effectiveness of SEND 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 SEND policy and provision across school.

### The Headteacher

The Headteacher, will:

- work with the SENCo and SEND Governor to determine the strategic development of SEND across the school;
- hold the overall responsibility for the provision and progress of learners with SEND 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 SEND, 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 **One Page Profile**. This is child-centred and describes the child's strengths and areas for development. It identifies provision and personal targets. The One Page Profile demonstrates the intent to remove barriers to success. If a child does not make expected progress they will move onto a SEN Passport which focusses in more depth **upon the Assess, Plan, Do Review model**. The SEN Passport acts as a live record of intervention. With both documents 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 SEND 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 Primary Education Lead, Mr C Jukes, meets at least termly with the SENCo. The SENCo also 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**

SEND provision is funded from the schools notional SEND 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 HIS. 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 SEND 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 SEND 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 Polices 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/>



On our website you can also read about our **school offer**.

### **Policy Development and Implementation**

The SENCo working continually in partnership with the Headteacher and SEN Governor is responsible for the implementation of this policy. All staff have the opportunity to be involved with the creation and update of the policy. Stakeholders, including parents and carers, were consulted and an opportunity for their views to be gathered provided.

This policy was approved by the Governors in May 2019. It will be reviewed annually.