

Special Educational Needs

Nevill Road Infant School

SEND Policy

Principles and Philosophy

At Nevill Road Infant School we recognise that all children, whatever their academic ability, can achieve and have success. We value every child as an individual and aim to give all children access to the curriculum in order for them to reach their full potential.

We have an inclusive policy and believe that children:

- have different educational and behavioural needs and aspirations
- require a range of strategies to facilitate learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Aims and Objectives

At Nevill Road Infant School we believe that:

- All children should have access to a broad and balanced curriculum and this must be planned to take account of and be relevant to their learning needs
- Every teacher is a teacher of every child including those with additional educational, social, emotional and physical needs
- All children are entitled to Quality First Teaching and the provision set out in the Stockport Entitlement Framework (2019)
- All children need adequate and appropriate resources to support their learning
- All children are entitled to an education that equips them with the skills needed to contribute positively to society
- All children are entitled to an education which allows them to reach their full potential

We:

- Work within the guidance provided in the SEND Code of Practice, 2015
- Create a safe and nurturing environment that meets the special educational needs of each child
- Raise the aspirations and expectations of all pupils with special educational needs
- Ensure that the special educational needs of each child are identified as early as possible, assessed as quickly as possible and provided for appropriately at the earliest stage. This may be through in-school interventions or by referrals to outside agencies for advice or support
- Identify and make clear the roles and responsibilities of staff in providing for children's additional needs
- Ensure that all staff in school understand their responsibility in meeting the needs of vulnerable children and children with additional educational needs

- Ensure that all staff adopt a caring and sensitive attitude towards all pupils at all times
- Provide support and advice for all staff who work with pupils who have special educational needs
- Enable all children to access all aspects of the school curriculum, providing differentiated work, specialised support and specialist resources as appropriate
- Closely monitor the impact of any interventions, ensuring all children make maximum progress in their learning
- Work in partnership with parents, children and appropriate outside agencies
- Regularly review the child's needs via termly meetings and on-going liaison between the child's class teacher, parents, SENCO and Head Teacher
- Maintain clear, factual and up to date records which are made available to all involved, including relevant agencies and to the child's next educational setting

Identifying Special Educational Needs

At Nevill Road Infant School we believe the purpose of identifying special educational needs is to work out what action the school needs to take in order to ensure that the child is supported to make maximum progress and attainment. To do this we take into account the definition of SEND outlined in the SEND Code of Practice (2015) which states:

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she

- ***has significantly greater difficulty in learning than the majority of others of the same age***
- ***has a disability which prevents or hinders him or her 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***

Special Education Provision is any provision made for the child that is "additional to" or "different from" that which is offered to other children of the same age within a class.

The SEND Code of Practice details four broad categories of need. They are as follows:

Communication and Interaction

6.28 Children and young people with **speech, language and communication needs (SLCN)** have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with **ASD, including Asperger's Syndrome and Autism**, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD)**, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or Physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

We believe each child is an individual and, as such, the school identifies the needs of each pupil by considering all aspects of the child, not just learning needs. We are aware that many factors impact on a child's progress and attainment and we consider the following aspects when assessing whether a child has special educational needs:

- 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 SEN)
- Whether the child has experienced ACE/s
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of Service personnel
- Being a Summer Born child
- Behaviour, which presents in response to a need

A Graduated Approach to SEND Support

Nevill Road Infant School has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long term outcomes for the child or young person.

At Nevill Road Infant School we believe that:

- Early identification of a child's additional needs is vital to ensure the child reaches his/her potential
- Quality first teaching, differentiated for individual pupils, is essential as the first step in responding to pupils who have or may have special educational needs
- Our duty is to the whole child and the involvement of parents at the earliest opportunity is key to maximising outcomes for all children
- Teachers are responsible and accountable for the progress and development of all pupils in their class and the management of assistants or specialist staff to support that progress
- Children's needs can be complex and understanding the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources including parents, other teaching staff and outside agencies
- It is essential for the class teacher and the SENCO to work closely together to assess and plan interventions for each child and monitor the effectiveness of these interventions. This is an on-going process
- It is essential the SENCO works closely with teachers, parents, agencies and support workers to plan an appropriate programme of support which is then implemented by the class teacher, TA or appropriate agency personnel
- A regular (at least once a term) process of Assess – Plan- Do- Review is needed to provide challenging targets and to monitor the impact of any interventions

The following may be used to help identify whether a child has a special educational need

- Concerns raised by a Health Visitor
- Concerns raised by colleagues in our nursery settings
- Concerns raised by a child's pre-school setting
- Information from an external agency with whom the child may already be involved such as Speech and Language, Portage, Paediatrician etc.
- Baseline assessment on entry (this assessment can show if a child is performing below their age expected levels)
- Concerns raised by parents/carers
- Concerns raised by the child's teacher due to lack of progress/progress below the expected level/age related indicators of slow progress
- Concerns raised by practitioners regarding social communication/interaction, emotional or mental health concerns, physical or medical problems

The Graduated Response

At Nevill Road Infant School, we aim to support all of our children to ensure that they reach their full potential. Some children will start school with special educational needs or a disability already identified. For some, difficulties with their development will begin to emerge while they are there. Research shows that responding to these difficulties promptly will help to reduce their impact on a child's learning and development as they grow older. This is often referred to as '**Early Intervention.**'

Children may have difficulties:

- Making friends or relating to adults
- Reading, writing, mathematics
- Understanding information
- Expressing themselves
- Sensory perception or physical mobility
- Managing behaviour
- Understanding others

Quality First Teaching

The needs of most children in our school are met through **Quality First Teaching** or **Universal Provision**. Quality First teaching means that class teachers will differentiate work for all their pupils according to their individual area of difficulty. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group, and sometimes individual interventions or early intervention programmes to target their particular area of difficulty or specific gap in learning. Parents/Carers will be kept informed and discussions between class teacher, parents/carers and if appropriate SENCO will take place.

If this early intervention support does not assist pupils in making expected progress, some pupils may then need more **Targeted Provision** that is '*additional to*' or '*different from*' (CofP 2015) and these pupils, under the Code of Practice, are known as needing '**SEND SUPPORT**'.

SEND Support

The class teacher will meet with the parents/carers to complete a '**One Page Profile**' of the child. This identifies the child's strengths, areas of need and strategies that support learning. Wherever possible, the child will be able to feed into his/her own One Page Profile. The teacher, in discussion with parents/carers, will then write a **SEN Support Plan** with SMART (small, measurable, achievable, realistic, time constrained) targets which will be implemented and reviewed termly with parents. This marks the start of the Assess Plan Do cycle of SEN support. Children who have a SEN Support Plan will be placed on the SEND Register.

At this point a referral may be made to an external agency if this is felt to be appropriate.

Referrals may be made to the following agencies:

- Speech and Language Therapy Service
- Behaviour Support Service
- Primary Jigsaw
- Learning Support Service
- Primary Inclusion team
- Occupational Therapy Service
- Educational Psychology Service
- Ethnic Diversity team
- HYMS
- ASD Team
- Paediatric Service
- Child Development Team
- Early Years Advisory Team

Where a referral is deemed appropriate, the SENDCO will collate all information relating to the child and will seek permission from the parent/carer to make a referral to a particular service or agency. If the criteria for referral are met then the relevant agency will assess the child and where necessary provide an Individual Therapy Plan (ITP). This will be delivered in school by class TA's and will be reviewed termly in consultation with the class teacher, SENCO and parents.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The progress of our SEND cohort is closely monitored and termly review meetings are arranged with parents/carers to review the Support Plan and discuss next steps in learning.

Outcomes from the SEND Support Plan Review Meetings can include:

- The continuation/setting of new targets
- Referral to an external agency for further specialist assessment or advice
- The removal of the child from SEND Support (if a child has made substantial progress after an intervention and is now working within age related expectations)
- The decision to proceed with an assessment for an EHC plan (following quality first teaching and clearly directed interventions / agency programmes over a period of time)

Criteria for Exiting SEND Support

When a child consistently meets the outcomes set on their SEND Support Plan and is no longer receiving support that is 'different from or additional to' their peers, they will be removed from SEND Support. Their progress will continue to be monitored closely by the class teacher. At this point they will come off the SEND register. The SEND register is updated at regular intervals throughout the year.

Managing Children's Needs on the SEND Register

The SEND register provides information on all the children who are receiving SEND support and the provision in place. It is regularly updated and each child's needs and progress is closely monitored. Children on the register will have an individual SEND Support plan targeting the particular area where they require 'additional to or different from' support.

Those pupils identified with additional needs will receive support in one or more of the following ways:

- Teaching Assistant (TA) support
- Differentiated work, modified timetable, environment
- A specific intervention program which is tailored to address a particular need or difficulty
- Learning Mentor Support

There is a core expectation that the teacher holds the responsibility for evidencing progress against outcomes described in the plan. The level of provision required to support an individual child is decided by using progress data and outcomes from ongoing assessments. If progress data and observations indicate that the provision is not fully meeting the needs of the child, the school will seek the expertise of other professionals and modify/amend outcomes and provision accordingly. Some children will have wide ranging and complex needs, requiring more individualised and specialised packages of provision. If a child's needs cannot be met on SEND Support alone, and if more specialist provision is deemed necessary then school will commence the statutory assessment process to apply for an **Education and Health Care Plan**.

Formal Assessment for an Education, Health and Care Plan (EHCP):

If a child fails to make expected progress after purposeful action has been taken to identify, assess and meet his or her Special Educational needs, School will consider submitting a referral for an Education, Health and Care needs assessment. The SENDCO is responsible for collating all the requisite documentation for the referral, including reports from outside agencies such as LSS or the Educational Psychologist, in addition to evidence showing how the school has supported the child. The views of parents and the class teacher will be sought and included. This evidence is submitted to the Local Authority for Formal Assessment. If the Local Authority is in agreement with the school, outside agencies and parents, an Education Health and Care Plan may be issued. Each Education, Health and Care Plan is individual to the child. It is the school's responsibility to fulfil the terms of the plan. This plan will be reviewed annually. The SENDCO is responsible for organising interim and annual review meetings for all concerned parties where the child's progress towards the outcomes, as outlined on the plan, is discussed. At every stage the views of the child and parents/carers will be sought and valued. The class teacher is responsible for creating an EHCP Access Plan/SEN Support Plan. This identifies the child's strengths, areas of need and

strategies that support learning, along with SMART targets (small, measurable, achievable, realistic, time constrained) for the child's progress to be measured against. These targets will be linked to the outcomes identified on the EHCP and will then be implemented and reviewed in the following term with parents. At the annual review meeting it will be decided if the current level of support is adequate, needs to be continued for a further year or if the child's needs could now be met within school at SEND Support level.

Co- production and Partnership with Parents

Nevill Road Infant School recognises that a strong partnership with parents/carers is crucial and will help to enable children with SEND to achieve their potential. The school recognises that parents/carers have a unique insight into their child's needs and that this gives them a key role to play within the partnership. For this reason, it is important that parents/carers are informed of any concerns that the school may have about a child's difficulties at the earliest opportunity. The nature of the child's needs should be discussed sensitively with parents/carers and they should be given the opportunity to provide any relevant background information or information regarding external influences which may be affecting their child. Parents/carers will be asked to contribute to the One Page Profile and Support plan and to share any information that they think is relevant. Parents/carers of children with SEND will be invited into school for termly review meetings to discuss their child's progress with the class teacher, SENDCO and members of support services involved in their child's education as appropriate.

Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCO)

The Head Teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the Head Teacher and the SEND Governor on the on-going effectiveness of this policy.

The SENDCO at Nevill Road Infant School is **Jo Chatters**.

The SENDCO:

- Is responsible for the day to day implementation of the school's SEND policy
- Ensures school keeps up to date records of children with SEND
- Maintains close links with parents and families, offering support and advice as necessary
- Completes and maintains paperwork for referrals to outside agencies
- Completes the requisite paperwork and gathers relevant evidence for EHC needs assessments
- Is closely involved with the strategic development of the SEND policy and provision
- Maintains the "School SEND Information Report" and is aware of the information available in Stockport's Local Offer
- Co-ordinates the provision to support children with SEND throughout the school
- Works closely with outside agencies and support services
- Advises class teachers on effective strategies and interventions to use in the classroom

- Liaises with pre-school settings and Key Stage 2 settings to disseminate information and ensure continuity of provision
- Works closely with class teachers to plan and review interventions and Support Plans and to compile reports for reviews etc.
- Liaises with potential next providers of education to ensure parents and children are informed of their options and to facilitate a smooth planned transition
- Works closely with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act (2010)

Class Teachers:

- Plan, assess and review support for children with SEND in collaboration with parents/carers, SENDCO and child, as appropriate, maintaining up to date records
- Provide quality first teaching for all children in their care
- Set high expectations for all children
- Use individualised assessment to set targets which are appropriately challenging
- Plan lessons to address potential areas of difficulty and ensure the removal of barriers to allow all children to achieve

The **Head Teacher** at Nevill Road Infant School is **Mr Jonathon Whitfield**

The **SEND Governor** at Nevill Road Infant School is **Mr Philip Moses**

The Designated Teacher with **Specific Safeguarding Responsibility** is **Penny Spencer**. However, all staff have a duty to report any concerns in their absence.

The Designated Teacher for **Pupil Premium** is **Penny Spencer**.

The member of staff responsible for meeting the **Medical Needs** of pupils is **Amanda Barker**

All staff can be contacted via the School Office on **0161 439 4817**

SEND Transition

The transition of children from the Infant school to the Junior school (most of the children at Nevill Road Infant School transfer to Nevill Road Junior School on our shared site) is managed through a well-planned programme of transition visits and activities. Information is shared between staff, and parents attend induction meetings at the Junior school. Where children transfer to another school at the end of Key Stage 1 or part way through a year we ensure that information and data is passed quickly and securely to the new school.

The Infant School SENDCO has a close working relationship with the SENDCO from the Junior School. Transition review meetings are held throughout the year and support packages put in place to facilitate transition to the Junior School

Monitoring and Evaluation of SEND

The Head Teacher and leadership team regularly and carefully review the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of Special Education Needs and Disabilities they most frequently encounter. Where necessary, the school nurse, Children's Services, Educational Psychologists and other appropriate outside agencies will be contacted in order to maintain the appropriate provision for a child with additional educational needs.

Training and Resources

SEND Training is made available as and when necessary, to ensure that staff have the necessary skills to address the needs of individual children and can contribute to improving outcomes wherever possible

Priority areas are addressed through our annual CPD programme for staff

Local Authority training is accessed by relevant teaching assistants and teachers

All training opportunities identified by external agencies are taken where possible

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some children may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) Plan. This brings together health and social care needs, as well as special educational provision and the SEND Code of Practice (2015) is followed
- The school has a policy in place to support pupils at school with medical conditions and this can be found by contacting the school office on 0161 439 4817

Storing and Managing Information

The school stores and handles records in accordance with DfE guidelines.

Record Keeping

We maintain a school register of all children on

- SEND Support
- An EHCP
- These registers are updated termly and information from these registers regarding a child's needs may also be shared with any other adults who may come in to contact with the child throughout the school day
- The class teacher, alongside the SENDCO, maintains records for each child on the SEND register in the class, including all relevant plans, records of meetings, advice and programmes from external agencies
- The SENDCO keeps all SEND information in individual files in a locked filing cabinet
- All reports are stored electronically and only shared with the knowledge and agreement of parents, Head Teacher and SENDCO
- On transition, either from teacher to teacher or school to school, a face to face meeting between teachers occurs. During this meeting the whole child is discussed and reference is made to the child's One Page Profile in addition to their SEN Support plan. Where necessary, an Individual Transition Plan may be used to give further details of differentiated provision and a clearer picture of how to help the child maximise learning. The discussion includes the child's strengths, needs, likes and dislikes, motivating factors, adaptations necessary, relevant history and academic progress. Documentation is handed over at this time (with electronic records transferred in accordance with GDPR) and a discussion is held including discussion of current targets and information regarding when the next formal review is to be held
- When transitioning between school settings the SENDCO will liaise with the receiving SENDCO (as well as class teacher meetings) to discuss the child/children and transfer the relevant documentation

Accessibility

Our Accessibility plan is available on our school website

<http://nevillroadinfant.co.uk/>

Bullying

Please see the school's Anti-Bullying Policy on our school website.

Dealing with Complaints

If you, as a parent, are concerned about any aspect of your child's education regarding SEND, please contact the class teacher, the SENCO or the Head teacher as soon as possible.

Written information about a formal complaints procedure is available from the school office.

Supporting Pupils and Families

Useful information for parents of pupils with special educational needs:

The School's Local Offer (SEND Information Report) can be found on our website in the 'Parents' Tab under 'Policies' and then 'Special Educational Needs'.

Admission arrangements and our Accessibility plan can be found here also.

<http://nevillroadinfant.co.uk/>

The Local Authority Local Offer can be found at:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Stockport Local Authority provides advice and support about special educational needs issues.

Information can be found at:

<https://pactstockport.co.uk/> (Parents and Carers Together Stockport)

www.togethertrust.org.uk

Stockport Information, Advice and Support Services Network for SEND:

<http://cyp.iassnetwork.org.uk/service/iass-stockport/>

www.ipsea.org.uk (Independent Parental Special Education Advice)

Stockport Parent Partnership Service:

www.stockportcypdisp.org.uk/ourservices/parentpart/

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (2015)
- Equality Act 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Schools SEN Information Report Regulations (2014) (SEN School Information Report)
- Teachers Standards 2012

- Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014
- Accessibility Plan
- Mental Health and Behaviour in Schools (June 2014 DofE – departmental advice)
- Children and Families Act 2014
- Stockport Admissions Policy
- Safeguarding Policy

Reviewing the Policy

The policy is reviewed annually by the full Governing Body