



NETHERTON INFANT SCHOOL

SEND POLICY

Approved by: *F Dugan*

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Review Date³: July 19

1.0 STATEMENT OF POLICY

This policy ensures the **early** identification of children with special educational needs and appropriate provision to meet those needs by curriculum planning and assessment that takes account of the type and extent of the difficulty experienced by the pupil to enable pupils to participate effectively in all aspects of school life. The implementation of this policy is the responsibility of all staff.

2.0 AIMS AND OBJECTIVES

The aims and objectives of SEND at Netherton Infant School are:

- to identify students with special educational needs as early as possible
- to work within the guidance provided in the SEND Code of Practice, 2015
- to create an environment that meets the special needs of each pupil
- to ensure all pupils have equal access to a broad, balanced and differentiated curriculum
- to encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- to encourage pupils to be fully involved in their learning
- to make clear the expectations of all partners in the process and provision of special needs
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEND
- to provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND policy.
- to provide support for all staff working with special educational needs or disabilities.

3.0 IDENTIFICATION, ASSESSMENT AND REVIEW

The SENCo will work with all staff to ensure that pupils, who may need additional or different support to that normally found within the classroom, are identified as early as possible.

The progress made by all pupils at this school is regularly monitored and reviewed. The school does not identify students as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

Children are assessed individually and their needs considered accordingly. In striving to meet these needs, the SEND Code of Practice (2015) identifies four broad areas of categorisation:

- Communication and Interaction (6.28 and 6.29 – SEND Code of Practice, 2015)
- Cognition and Learning (6.30 and 6.31 – SEND Code of Practice, 2015)
- Social, emotional or health difficulties (6.32 and 6.33 – SEND Code of Practice, 2015)
- Sensory and/or Physical needs (6.34 and 6.35 – SEND Code of Practice, 2015)

Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a pupil's progress.

When considering the possibility of SEND existing for a child, the following areas are also taken into consideration as they also impact on progress and attainment:

- Disability (the *Code of Practice* outlines the “reasonable adjustment” duty for all schools under current Disability Equality Legislation – these alone do not constitute as SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behavioural issues alone do not constitute as SEN. These will be addressed individually by the school.

4.0 PERSONALISED TEACHING

At Netherton, as stipulated in the SEND Code of Practice, our students experience at least Good quality teaching that is differentiated to suit the needs of each child in the class. Attainment and progress are monitored half termly to ensure that no child is left behind.

The high quality teaching at Netherton, differentiated to suit the individual targets set for each child, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. In this way, the school endeavours to not withdraw children from the classroom, so that they can enjoy a broad, balanced curriculum.

To ensure that high quality teaching is always in place, regular and careful reviews are carried out on behalf of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the specific needs of pupils – particularly speech and language concerns.

It is the role of the class teacher in providing for all pupils. They are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants, specialist staff or intervention schemes.

4.1 CONSIDERING SPECIAL EDUCATIONAL PROVISION

At the point that appropriate attempts have been made through personalised teaching to raise achievement have found to be unsuccessful, it is necessary to consider special educational provision. This discussion involves the class teacher and the SENCO. They are to consider all of the information gathered from within school about the child's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

In some cases, particularly for those pupils who have higher levels of need, it is necessary to involve outside agencies to draw on more specialist assessments. These decisions are taken following discussions with the headteacher, SENCO, class teacher and the child's parent/guardian.

5.0 MANAGING PUPILS NEEDS ON THE SEND REGISTER (PUPIL PASSPORTS)

At Netherton, in order to monitor the progress of pupils on the SEN register, we implement an IEP (Individual Education Plan) It then reviews the set targets at the beginning of the process and outlines the child's targets for the coming term.

5.1 SYSTEM FOR INSTIGATION AND IMPLEMENTATION

The School uses the graduated approach to SEN Support which is Assess, Plan, Do and Review. At the point that the criteria met in 4.1 are satisfied, children are issued with a IEP. These records inform the exact needs identified, the process for removal of key barriers to learning with associated clear outcomes and appropriate time scale.

5.2 SYSTEM FOR REVIEWING IEPs

The SENCO and class teacher are responsible for keeping the IEP up to date. Reviews are carried out termly at progress review meetings with parents. It is the responsibility of the SENCO and the class teacher to liaise with the staff/professionals concerned in preparation for reviews and progress meetings.

5.3 DECIDING AN APPROPRIATE LEVEL OF SUPPORT

The *SEND Local Offer* document in *Appendix 2* outlines the appropriate level of support that is offered within the school setting. If the school is unable to fully meet the needs of a pupil through these arrangements the appropriate academic information will be collated in order to decide upon further action.

The SENCO and headteacher arrange for additional support and engaging specialist services. The SENCO monitors the work carried out.

Parents/Families and the child are kept up to date at each stage of the process. They are as much a part of the process as the school is. They are present at review meetings and are also kept up to date informally in discussions with the SENCO.

5.4 LIAISING WITH THE LA CONCERNING SUPPORT AND/OR FUNDING

Netherton Infant School will provide appropriate funding to any child with SEND, however it is possible for the school to access the LA High Needs Block through contact with the appropriate contact for Allerdale at Blencathra House (Whitehaven).

In accessing such support, both registrations of Early Help and of EHCP are to be completed and returned to the LA. This documentation can be found on the Cumbria County Council website.

The school works closely with all of the LAs Pupils and School Support units (referred to above) when identifying, assessing and making provision for special needs students. School will provide the named Area assessment Officer on request. Netherton works in partnership with other agencies e.g. health/social services and any of these services may contribute to the review of any child as appropriate.

5.5 CRITERIA FOR EXITING FROM THE SEND REGISTER

At the point at which a child no longer has special educational needs or disability then, following a review meeting with the concerned professionals and staff, Netherton will withdraw specialist support from the child in a phased manner. This will aid graduation into unsupported classroom work.

6.0 SUPPORTING PUPILS AND FAMILIES

As part of our annual report to parents regarding SEND, we direct parents towards the LA local offer as well as to the Local Offer provided by the school. This document is published on the school website. The school also has good links with other agencies such as the Speech and Language team. These good links help the school to support the children and families in their engagement in the process, both inside and outside of school.

Class teachers work closely with parents throughout their child's education. Parents should, in the first instance, contact the class teacher in case of any concern or difficulty. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

6.1 ASSESSMENTS

It is the responsibility of the class teacher, SENCO and assessment co-ordinator to ensure that assessments and examinations are accessible by all pupils. This may include use of different assessment systems or differentiation in the recording of answers. Netherton will make it possible for appropriate provisions to be in place for a child with SEN to access the assessment.

6.2 TRANSITION

Staff at Netherton understand that it is sometimes difficult for children to manage change, this is inclusive of starting school, transition between classes, across the key stage or leaving school. In order to combat this, Netherton employs a family atmosphere which is conducive to the children knowing their next teacher before they are in their class. We also have move up days in which children get an opportunity to spend a day in their new class before they begin.

When children begin Netherton, a phased entry in the Nursery and Preschool is encouraged, enabling children suitable time to adjust to their surroundings. However, entry is encouraged in Reception, Year 1 and Year 2 to begin with full day sessions. Should a child find this particularly difficult, we contact the child's parent/guardian. Discussions are then held and an entry plan is put in place to support the individual needs of the child and their family.

Good links with our feeder Junior Schools (most commonly Ewanrigg Junior School) enable a swift movement between schools. Meetings with class teachers to discuss the needs of individual children take place each year to ensure that needs are identified and met from the onset.

Appropriate information regarding SEN is passed on to and suitable discussions are held with other schools should a mid-year transfer occur.

6.3 MANAGING MEDICAL CONDITIONS

Please see the *Managing Medical Conditions Policy* for information on how these are dealt with at Netherton.

7.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Netherton Infant 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 a statement or EHC which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Arrangements for supporting children with medical conditions are available in the *Managing Medical Conditions Policy*.

8.0 MONITORING AND EVALUATION OF SEND

Netherton regularly and carefully monitors the quality of provision offered to all pupils. It is evaluated and audited by the SENCO termly and targets are set for the provision. These targets inform the School Development Plan. In the formation of these targets, consultations are held with staff, parents, children and the school governors.

By evaluating and monitoring in this way, the school is able to promote an active process of continual review and improvement of provision for all pupils by assessing the success of provisions and monitoring the response by concerned parties.

9.0 TRAINING AND RESOURCES

9.1 FINANCIAL RESOURCES

SEN is funded through the school's general budget. Additional funding may be sought from the LA should the occasion require it.

9.2 TRAINING FOR STAFF

The training needs of staff are generally identified annually at the performance management appraisal meeting with the headteacher. However, should the school find itself in a position of requiring further training, appropriate attempts to access such training are made.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post in school and this include a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Regular updates are given to staff through INSET and Twilight Sessions.

The SENCO regularly participates in network meetings, particularly within the Maryport Education Group in order to keep up to date with local and national updates in SEND.

10.0 ROLES AND RESPONSIBILITIES

10.1 THE SENCO

The Special Educational Needs Co-ordinator (SENCo) and is responsible for the day-to-day operation of the SEN policy. The SENCo seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The main duties of the SENCo are:

- Overseeing the day-to day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liasing with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liasing with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liasing with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

10.2 THE SEN GOVERNOR

The SEN Governor is responsible for co-ordinating meetings with the SENCO and reporting back to the governing body at full governors meetings on any issues concerning SEND.

10.3 THE GOVERNING BODY

The Governing Body does its best to secure the necessary provision for any pupil identified as having special education needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs.

The Governing Body has agreed with the LA admissions criteria, which do not discriminate against pupils with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice, which states that the special educational needs of pupils will normally be met in mainstream schools or settings.

10.4 APPOINTED STAFF

10.4.1 Designated Safeguarding Team:

Mrs Lynn Millington (Headteacher) *Designated Child Protection Officer (CPO) (SENCo)*

Mrs Laura Warwick Deputy Child Protection Officer (DCPO)

11.0 STORING AND MANAGING INFORMATION

Documents are stored in line with the school's *Confidentiality Policy*.

12.0 EVALUATION AND REVIEW

This policy is reviewed by the Headteacher, SENCO and Appointed SEN Governor annually.

13.0 ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering maintained schools in their area. Details of accessibility can be found in the *Accessibility Policy*.

14.0 COMPLAINTS PROCEDURES

The school's complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents can request the services of independent disagreement resolution. The SENCO will provide more information about this upon request.

Appendix 1

Special Educational Needs and Disabilities

Netherton Infant School – Local Offer.

How does the setting know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?

Through regular assessments and pupil performance reviews, any children that may have special educational needs are identified by the teaching staff and headteacher. If a parent/guardian believes that their child has special educational needs, or has any concerns about their child's progress, then they can tell the classteacher or headteacher, who will, through discussion with the parents and observation and assessment of the child, identify next steps for that child.

How will setting staff support my child?

If your child has special educational needs then their class teacher will be the main member of staff to plan their education programme. The teacher will be responsible for assessing your child and planning next steps. They will report the progress your child is making to the headteacher in pupil performance reviews every term. The teacher, as well as teaching assistants may work with your child.

There is a Special Educational Needs Coordinator (SENCo) in the school and their role is to have an overview of all Education And Healthcare plans and to ensure these are regularly reviewed as well as holding annual reviews with parents and other agencies.

Governors receive a report from the SENCo so that they are informed of progress of pupils with a special educational need or disability.

How will the curriculum be matched to my child's/young person's needs?

We believe very much in a personalised curriculum at Netherton Infants School and work is set so that all children can achieve and make progress.

During the foundation stage, children have free access to both the nursery setting and the Reception classroom. They are taught in phases during phonics lessons and if children need extra practice or support they may be given time in small group interventions or one to one work with a teacher or Senior Teaching Assistant

How will I know how my child is doing and how will you help me to support my child's learning?

We operate an open door policy at Netherton Infants School, and the headteacher is available most mornings. Parents are encouraged to take their child into class each morning too, and there they will be able to access their child's work in an informal way.

However, we realise that this may not be enough, so if a parent wants to discuss their child's progress with the classteacher they can make an appointment to see the teacher after school at any time during the school year.

At any time we can show parents the latest assessments for their child – we can show parents their child's progress in reading, writing, maths etc. At parent interviews, which are held each term, we share with parents targets for their child and help support parents with ideas on home activities to help their child achieve these targets.

We operate a system for parents to share information about their child in both key stages. In the foundation stage, through home-school diaries and through our "Wow" boards in each classroom. In Key Stage 1 in addition to the "Wow" boards the children's achievements are also celebrated in a celebration assembly on a Friday. This gives families a way of sharing with the school achievements outside of school as well as sharing what their child enjoys about school and what they may find challenging.

We try to offer some parent training events throughout the year, and these are usually focused on phonics, kidsafe and early reading. However if parents were interested in further training the school would be happy to look into this.

What support will there be for my child's overall well-being?

Netherton Infants School has a proud record of very personalised pastoral care, where highly skilled staff treat every child according to that child's individual needs. We ensure that pastoral and social support is available and all members of staff are trained in first aid. All staff members attend training regarding any specific special educational needs or disabilities as they arise. The school also has access to a fully equipped sensory room at a neighbouring school.

The behaviour and safety in the school is good. Exclusions are rare, (we have not excluded a child in the last eight years), and the staff addresses any attendance and behaviour concerns in conjunction with the headteacher.

Pupils can contribute their views in class or during assemblies, and pupils with SEND will have a named worker with whom they can share their opinions and ideas.

What specialist services and expertise are available at or accessed by the setting?

The school has good relationships with a range of agencies and calls on professionals from these agencies to help deliver specialist care. These agencies include speech therapists, occupational health, social care, school nurse and health visitors.

What training is the staff receiving or have completed to support children with SEND?

All staff are proactive in their approach to training regarding children with SEND. For example, all teaching assistants have completed training on ASD, and use the knowledge and skills from this training to ensure we have an inclusive ethos for all children with communication difficulties.

How accessible is the settings environment?

The building is wheelchair accessible including disabled toilet which can be used by the community.

How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?

New pupils to the school are invited to come and visit the school, and then a plan for transition is agreed with the parents.

The school has strong links with the Junior Schools, so transition to key stage two is managed over as long a period as is needed. On transition to a new school, our staff will speak to the new school ensuring they have sufficient information to meet the child's needs.

How are the settings' resources allocated and matched to children's special educational needs?

The school has a budget for SEND and this is reviewed termly and resources allocated where needed. Most resources are staffing.

How is the decision made about what type and how much support my child will receive?

We endeavour to ensure that all decisions about a child's level of support and what that support entails is made jointly with parents, teaching and support staff, the child if possible and the headteacher. Ultimately the headteacher will make the final decision.

The headteacher will monitor the progress of each pupil and with parents; teachers and teaching assistants review the impact of support in terms of how much progress the child is making.

