



NETHERTON INFANT SCHOOL

SEND POLICY

Approved by :

Date: December 2023

Review Date: December 2024

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.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE , Feb 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)

The SENDCO appointed by the school is **Laura Warwick**

The Governor who is responsible for Special Needs is **Tina Beddoe**

Introduction: Defining SEND

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The 2014 Code of Practice states that:

“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school,” (SEND Code of Practice: 0 to 25 Years 2014, introduction, xiii and xiv.)

AIMS AND OBJECTIVES

The aims of SEND at Netherton Infant School are:

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them. Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.

- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils and of deploying support staff effectively to meet children's learning needs.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

BROAD AREAS OF NEED

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

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.

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Each term, children who are a cause for concern will be discussed with the SENDCo and intervention planned to address the identified difficulties.

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.

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.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies.

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.

Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, and then the school may request a statutory assessment from the Local Authority. School may request additional financial support by applying for an Education Health and Care plan. If successful this may provide additional funding to support school to implement the provision identified in the plan. The provision in the plan is reviewed annually or bi-annually through the statutory review process.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's IIP's, Personal Plans or Health Care Plans
- records of reviews with pupils and parents, and their outcomes
- Early Help assessment (if applicable)
- medical information where relevant
- Progress towards Early Years levels of development
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies
- evidence of resource use (including financial) and outcomes

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

In the Early Years an application for funding to support a child may be made to the EYSENDIF (Early Years Special Educational Needs and Disability Inclusion Fund) as part of the graduated approach. A child would have a Personal Plan written which states the long-term goals they will be working on as well as the small steps needed to reach each goal. If successful, this would provide some funding to support a child during their time in Nursery and would cease once they were of school age. At this time, it may be necessary to apply for an EHCP to support the child when they are in school.

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.

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.

CRITERIA FOR EXITING FROM THE SEND REGISTER

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- discharged from the care of an outside agency such as Speech and Language therapy
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

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.

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.

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.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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. The statutory guidance (April 2014) supports children at school with medical conditions.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. When appropriate Health Care Plans will be written in consultation with parents/carers.

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

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.

TRAINING AND RESOURCES

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.

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.

ROLES AND RESPONSIBILITIES

THE SENDCO

The SENDCO, Laura Warwick is responsible for:

- Co-ordinating SEND provision for children
- Liaising with parents of children with special educational needs
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Liaising with and advising teachers
- Maintaining the school's SEND register and overseeing records of pupils with special educational needs
- Consultation with the class teacher to ensure that IIPs, Personal Plans or Health Care Plans are written and that reviews take place

THE HEADTEACHER

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

THE GOVERNING BODY

The SEND Governor, Tina Beddoe, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEND issues,
- the SEND policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision,

- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils 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.

Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers will plan appropriate class-based interventions to meet the needs of children on the SEND register and will monitor progress towards targets and plan next steps. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, assessment and planning for pupils with SEND. They work together with the SENDCO to formulate and review IIPs and plan appropriate intervention.

APPOINTED STAFF

10.4.1 Designated Safeguarding Team:

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

Mrs Laura Warwick Deputy Child Protection Officer (DCPO) SENDCO

STORING AND MANAGING INFORMATION

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

EVALUATION AND REVIEW

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

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*.

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 I

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.