

Overdale Infant School and Pre-school



Special Educational Needs and Disability Policy 2021

Policy Review Date: October 2022	Headteacher – Hayley Holmes	Signature: <i>H.Holmes</i>
Ratified by Governing Body:		
Chair of Governors - Daniel Routledge	Signature: <i>D.Routledge</i>	

Rationale

Overdale Infant School and Pre-school recognises that a policy for SEND. pupils is required to support the identification, assessment and provision for these pupils in our school. It seeks to contribute to the school's aim of meeting the needs of all pupils and should be read alongside Equal Opportunities, Racial, Inclusion, subject policies and homework.

The fundamental principles of the School's SEND. Policy are:

- a child with SEND. should have their needs met
- the views of the child should be sought and considered
- parents have a vital role to play in supporting their child's education
- children with SEND. should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Compliance

The Special Educational Needs and Disability (SEND.) Policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality ACT 2010
- It is part of a whole school strategy to promote the inclusion and to ensure that there are no barriers to every pupil achieving. (National Curriculum 2014).
- The Children's and Families Act (2014).
- The Care Act (2014)
- The statutory guidance on Supporting pupils at school with medical conditions (April 2014).
- Safeguarding Policy, Accessibility Plan and Teachers Standards (2012)
- The policy has been created by the school's SENCO with the SEND Governor in liaison with SLT, all staff and parents of pupils with SEND.

Overdale Infant School's Special Educational Needs Coordinator (SENCo) is Mrs Helena Harding; she can be contacted by the school office. Status regarding Nasen Award (Clause 64, C and F Bill); Mrs Harding was appointed as school SENCO on 31st August 2021 and has three years to complete the award. Mrs Harding is a qualified teacher and is a member of the Senior Leadership Team. She is also a Deputy Designated Safeguarding Lead. Overdale Pre-school's SENCo's are Harj Virk and Clare Elliott.

Aim

We are committed to using our best endeavours to provide an appropriate and high-quality education for all children at our school which enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcome for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad and balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and fully part of the community.

Objective

1. To identify and provide for pupils who have special educational needs and additional needs. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision to improve long term outcomes.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole pupil", "whole school" approach to the management and provisions of support for special educational needs.
4. To provide support, advice and training for all staff working with special educational needs pupils.
5. To work in close partnership with parents to achieve these aims. We are committed to parents participating in decisions and being provided with necessary information.
6. To work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. To appoint a qualified Special Needs Coordinator who will have the responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN, including those with Educational Health and Care Plans (EHCP)s.

Identification of Pupils with SEND

Children have SEND if they have a learning difficulty which calls for Special Educational Provision to be made for them. Children have a learning difficulty if they have a significant greater difficulty in learning than most children of the same age. They may also have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the L.A.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying where pupils are making less than expected progress which is causing concern, this may be characterised by progress which:

- 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 the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment- for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for and are not to fit pupils into categories. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. The four broad areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality

- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a 'looked after child'
- Being a child of a serviceman or service woman.

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

Special Educational Provision means provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Some pupils with SEND. have been identified prior to admission to Overdale Infant School. Class teachers identify pupils with SEND. as early as possible and inform the parents at this stage.

We adopt the following procedures for identification and assessment:

- Information from playgroups, previous schools and other services.
- Following up parental concerns.
- Baseline Assessment.
- Completion of teacher concern forms.
- Lack of progress demonstrated through tracking, e.g. phonics assessments, high frequency work assessments, independent writing samples, Numeracy assessments.
- Physical difficulties which affect the child's learning.
- Speech and language difficulties which affect the child's learning.
- Behavioural or emotional difficulties which affect the child's learning.
- Foundation Stage observations on Evidence Me
- Low level of attainment in comparisons with peers.

The Graduated Approach to SEN Support

Identifying and adapting teaching to meet pupil's needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support aimed at closing the gap or reducing attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on emerging concerns and areas of strength.

The process of monitoring/assessment, planning and providing support in different ways will continue. Further school-based resources will be explored to determine and inform provision; this may include discussion with the Senior Leadership Team and the school's Special Educational Needs Coordinator during pupil progress meetings and informal meetings to discuss particular children. At this point the class teacher would complete an Early Identification Criteria (EIC) booklet for the child. This would identify the child's areas of need and suggest strategies which can be employed by the teacher to resolve these.

Where a pupil's needs are persistent, the class teacher will complete an Initial Concern (IC) form and meet with parents and SENCo. The Initial Concern form will outline specific targets and suggested strategies that school, and home can use. This will then be reviewed in two months. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEN. Class teachers will select pupils to access a range of interventions based on there are of need.

Only when children are not making adequate progress despite a high level of quality teaching, teacher input and a range of interventions and adjustments will they be placed on the SEN register and given an Individual Education Plan (IEP). This will either be decided at pupil progress meetings or in a meeting between the class teacher, SENCo and parents. In this meeting the school will consider a range of assessment information alongside national data and expectations of progress. Working together the SENCo, class teacher and parents will select appropriate support and interventions to meet the outcomes identified for the

pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEN support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revised and revisited with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing outcomes. This is known as the Graduated Response. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCo where needed, will revise the support considering the pupil's progress and development, deciding on any changes to the support and targeted outcomes in consultation with the parents. The SENCo will support the review process by book scrutinies, class observations and individual work with the child.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. Specialist agencies will be contacted where parents agree. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents and teaching staff. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies available to the school

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Social, Emotional and Mental Health team (SEMH)
- Speech and Language Therapists
- Specialist teachers for children with hearing and vision impairment.
- Learning Communication and Interaction Support Team. (LCI)
- Occupational therapists and Physiotherapists.
- Early Years Support Team (EYST)

Some pupils will have an EHC plan and several specialist agencies will be named on the 'Plan' to provide support and specialist advice.

Education Health and Care Plan

Where the special educational provision required to meet the child cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an Educational Health and Care Plan. To inform the decision to begin the EHCP process the SENCo will meet with parents and specialist agencies to agree that an EHCP is needed. Once the application is completed a meeting will take place to agree on the aims and outcomes of the EHC plan and short-term and long-term outcomes will be made. This plan will then be reviewed annually.

Managing Pupils on the SEN Register

Where a child is placed on the SEN register under the term SEN support, they will have an Individual Education Plan (IEP) and a yellow book. The yellow book is where the child's progress towards the small step IEP targets is recorded. These books are stored in a secure, but accessible place in each classroom and are constantly used by class teachers and teaching assistants. Parents have access to these books at any time. The SENCo will regularly check these books to review the targets, impact of the support being accessed by the child and the progress made by the child. IEP targets are formally reviewed every three months in partnership with parents, specialist agencies (where applicable) and the SENCo.

Following data input, the SENCo will engage with class teachers and will ask questions on the reported progress of each pupil on the SEN register and offer suggestions and advice to additional action or interventions needed. It will be in these pupil progress meetings or during IEP reviews that we will decide

whether to move the child from Targeted SEN Support to Personalised SEN Support. This decision will be made if insufficient progress has been made and specialist advice from agencies is needed to support the school in how best to meet a child's needs. The class teacher and SENCo will fill in the relevant referral forms and the class teacher will speak to parents and ask their permission to involve a specialist agency.

Interventions are monitored closely by the SENCo and the Interventions Coordinator through entry and exit criteria where possible. The impact of each intervention is assessed termly as to whether the intervention is cost-effective and useful in supporting the children's needs. Information on our SEN process and provision is available on our school website and the local authorities Local offer website.

All children have a personal file and records are stored securely. This file contains their IEP's, additional information on meetings, telephone conversations, referral forms, therapy plans and advice sheets from specialist agencies. If additional funding is needed an Element 3 funding application will be submitted to the local authority and evidence from the child's personal file will be used alongside views from class teacher and parents.

Pre-School Response

The Pre-school SENCos will observe and assess children who present with special needs to ascertain their individual needs and requirements having regard for the DfES Code of Practice for Special Educational Needs and Disability (2014).

If, during their time at the preschool, parents raise concerns, we would observe and monitor, share with key person and parents regarding assessments.

If the key person and SENCo have worries about a child whose development may become a cause for concern, they will:

- assess, plan for and undertake activities for the child
- review their progress using an 'Early Monitoring Process – Identification of needs in the Early Years' form.

The Early Monitoring Form (EMF) collates observations and evidence, adapting practice to support development of the child. It is shared with parents and includes their input. It is the key person's role to complete it with the support of other staff and SENCo and attach the child's assessments/baseline assessment undertaken so far.

At the end of the process, if after a reasonable length of observation and assessment, the child still gives cause for concern, or raises further concerns, a '**My Personal Profile**' form will be undertaken. The child will be supported through small step targets over a period of time. This profile has achievable outcomes to be accomplished in the longer term and has smaller step targets to be achieved progressed towards the review. Parental input and involvement is paramount during this process.

If the child still has difficulties after filling in and working through the 'My Personal Profile' form, he/she will be referred using the 'Foundation Stage Referral' system.

Liaison with other professionals will constantly take place to enable the Pre-school to always meet the needs of the child.

Removing pupils from the SEN Register

In consultation with parents, the child will be considered for removal from the SEND register where a child has made sustained progress that betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age, or where a child's wider development and/or social needs have improved and progress in the targeted area is sustained. It will also be felt that SEN support is no longer required to ensure this progress is sustained.

Supporting Pupils and Families

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- Offering additional visits, home visits, and meetings if a child is new to the school or to support their transition from Nursery to School.
- The SENCo being available for meeting by appointment through the school office or by email.
- Publishing information on our school website.
- Class teachers meeting with parents in addition to parents evening appointments, to discuss concerns regarding pupil's progress at the earliest opportunity.
- Asking parents to contribute to the IEP review and agree on new targets.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEN Information Report and the SEND Policy. A paper copy will be made available to parents on request.
- Supporting parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the next school.

We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their own learning.
- individual target setting across the curriculum.
- the self-review of their own progress and in setting new targets.
- providing opinions to be shared at formal review meetings.

Supporting Pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so 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 may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as the special educational provision needed and where the SEN Code of Practice (2014) is followed. The arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's Medical Conditions Policy and are available to view on our website.

In September 2014, a new duty from the Children and Families Act 2014 came into force for governing bodies to make arrangements to support children at school with medical conditions. The aim of this policy is to make sure that all children with medical conditions (both physical and mental) are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Our Medical Conditions Policy has been written following new recent guidance published by the Department for Education and available to view on our school website.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of pupil and parent questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant RAISEonline data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy.

Training and Resources

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.

Training needs of staff are identified through the school's self-evaluation process and when the head teacher and SENCo analyse the cohort's needs for joint planning meetings with specialist agencies. Once the cohort's needs have been analysed, training is organised for teachers based on the specific pupils' needs in their class.

All teachers and support staff undertake an induction process on taking up a post and this includes 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.

Teaching staff attend SEN staff meetings based on the graduated response and are supported to create and monitor SEN documents for their class.

The school SENCo, Mrs Helena Harding regularly attends SENCo Network meetings in order to keep up to date with local and national updates. The SENCo also works very closely with the SENCo from Overdale Pre-School and Overdale Junior School in order to ensure an easy transition for our Year 2 and 3 children and to work on joint projects together.

The school's budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help special educational provision to meet children's SEN. This is called the 'notional SEN budget.'

The amount is based on a formula which is agreed between the schools and the local authority. The government has recommended that the schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in the form of Element 3 funding. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Head Teacher, Senior Leadership Team and class teachers, the SENCo will map out the targeted provision in place for pupils on the SEN record to show how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's Provision Map.

Roles and Responsibilities

SENCO

The key responsibilities of the SENCO are taken from the SEND 0 – 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- advising on the graduated approach to providing SEN Support.
- advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- liaising with parents of pupils with SEN.
- liaising with early years providers, other schools, educational psychologist, health and social care professionals and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEN up to date.

Governing Body and Head teacher

The Governing Body will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school policy for pupils with SEN, the SEN Information Report. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements.

The Head teacher, SENCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium children.

The Head Teacher will ensure that the SENCo has sufficient time and resources to carry out her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and Managing Information

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

The Trust's policy on Data Protection is available to view on its website.

Reviewing this Policy

This policy will be formally reviewed annually. Pupil support is discussed at every governor's meeting and the SENCo regularly meets with the SEN governor throughout the year. The school's SEN team continually discuss aspects of the policy to ensure the most effective provision. Parents are regularly consulted on aspects of the policy.

Accessibility

The disability Discrimination Act (DDA), as amended by the SEN and the 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.

As a school we are happy to discuss individual access requirements.
Please see Overdale Infant School's 'Accessibility Plan' that can be viewed on this website.

Dealing with complaints

If there are any complaints relating to the provision for pupils with SEND. these will be dealt with in the first instance by the Head Teacher. The Governors may be involved if necessary. In the case of unresolved complaint, the L.E.A. may be involved.

Please see Overdale Infant School 'Complaints' policy that can be viewed on our website.

Bullying

At Overdale Infant School we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn and progress to their full potential, in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, we would want all pupils to feel confident to seek support from an adult and know that incidents will be dealt with promptly and effectively. We would expect that anyone who knows that bullying is happening will feel safe and confident to tell an adult. Please see our Anti-Bullying policy on our website.

Appendices

SEN Information Report

Glossary

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used terms.

ADD – Attention Deficit Disorder
ADHD – Attention Deficit & Hyperactivity Disorder
ASD – Autism Spectrum Disorder
BESD – Behavioural, Emotional and Social difficulties
CAMHS – Child and Adolescent Mental Health
COP – Code of Practice
CP – Child Protection
DCD – Developmental Co-ordination Disorder
EAL – English as an additional language
EHCP – Education, Health and Care Plan
EP – Educational Psychologist
FSM – Free School Meals
HI – Hearing Impairment
IEP – Individual Education Plan
KS - Key Stage
LAC – Looked After Child
MLD – Moderate Learning Difficulty
NC – National Curriculum
OT – Occupational Therapy
SALT – Speech and Language Therapy
SEN – Special Educational Needs
SEND – Special Educational Needs and Disability
SENCo – Special Educational Needs Coordinator
SPLD – Specific Learning Difficulty
VI – Visual Impairment.

Policy agreed by Governing Body on ...

Signed.....

Title of Signatory.....

Date of next Review..... (1 year)