

# Special Education Needs (SEN) and Disability Policy

Our over-riding aim at Cavendish Close Infant and Nursery School is to provide a happy, stimulating, caring and secure environment in which the lives of the children are enriched that they are able to achieve their full potential.

## THE SEND AIMS OF THE SCHOOL

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum that meets the needs of all learners.
- To ensure that all teachers are responsible for every child in their class.
- To create an environment where children can contribute to their own learning, where they feel safe and listened to.
- To ensure early identification of SEN in partnership with the Special Educational Needs Co-ordinator (SENCO).
- To ensure that children with SEN take as full a part as possible in all school activities.
- To ensure that parents of children with SEN are involved in regular reviews of their child's progress and achievement.
- To work towards inclusion in partnership with other agencies.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that calls for special educational provision to be made.

**A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

**Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Cavendish Close Infant and Nursery School will have due regard for the Special Educational Needs and Disability Code of Practice 2014 when carrying out our duties towards all children with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- **Communication and Interaction** - expressing themselves or understanding what others are saying.
- **Cognition and Learning** - acquiring basic skills in school.
- **Social, Emotional and Mental Health difficulties** – making friends, relating to adults or behaving appropriately in school.
- **Sensory and/or Physical needs** - such as a hearing or visual impairment, which might affect them in school or a medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help and support or different lessons to help them succeed.

## **ADMISSIONS**

The admission arrangements for ALL children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the school.

## **INCLUSION**

This policy builds on our inclusive ethos, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all children with SEND.

## **IDENTIFICATION**

At Cavendish Close Infant and Nursery School, we have adopted a whole school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Early Years Foundation Stage Curriculum and/or National Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying children with SEND and, in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEND can be identified. Whether or not a child is making progress is seen as a significant factor in considering the need for SEND provision.

### **Early Identification**

Early identification of children with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation and assessment.
- EYFS: Foundation Stage profile scores and progress against the criteria contained in the 'Ages and Stages' documentation.
- Key Stage 1: Performance in National Curriculum subjects judged against age related expectations (attainment).
- Key Stage 1: Pupil progress in relation to the National Curriculum objectives in English and Maths (progress).

### **Assessments**

Assessments will be made through:

- Observations,
- Records from feeder provision/schools,
- Information from parents,
- Foundation stage assessments,
- Foundation stage profiles,
- Progress towards learning targets,
- Pupil tracking.

### **CODE OF PRACTICE GRADUATED RESPONSE**

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

### **SEND MONITOR**

- Any children who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the child and this may require an adjustment in the style of teaching adopted with that child.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEN register.

## **SEND SUPPORT**

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision to add the child to the SEND register is made. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes.

### **Assess**

This involves clearly analysing the child's need using the class teachers' assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an SEN Support Plan which will be shared with staff, parents and the child.

### **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the child's strengths and areas to develop.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENCO, will revise the SEN Support Plan and based upon the child's progress and development make any necessary amendments going forward, in consultation with parents.

## **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents,
- Teachers and teaching assistants,
- SENCO,
- External agencies,
- Social Care,
- Health Professionals.

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, and Care panel.

Further information about EHC Plans can be found via the Derby City Council Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

### **Education, Health and Care Plans**

- a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC Plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the child where appropriate. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

## SEND provision

On entry to the school each child will be skilfully assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes. For children with identified SEND, the SENCO and class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

## ENGLISH AS AN ADDITIONAL LANGUAGE

For those children whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

## STAFFING

The SEND team of the school is:

Headteacher - Mrs Jane Brandon.

Deputy Headteacher and SEND Coordinator (SENCO) - Mrs Christina Diffin – who has achieved the National Award for SEN Co-ordination.

Assistant Headteacher and Early Years Foundation Stage Leader - Mrs Caroline Howett.

Year 2 Teacher and ASD Champion - Miss Emma Luke.

SEND Governor – Mrs Esther Heath.

Learning Mentor - Mrs Jeanette Leadbeater.

A team of highly skilled Higher Level Teaching Assistants and Teaching Assistants.

## SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with children with SEND. The School's INSET needs will be included in the annual School Improvement Plan. Regular professional development meetings contribute to ongoing staff development.

## PARTNERSHIP WITH PARENTS

Cavendish Close Infant and Nursery School firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the support services.

### **EVALUATING THE SUCCESS OF OUR SEN POLICY**

The SEN Governor will meet at least annually with the SENCO and the governor will report annually on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensuring that the needs of children with SEND and their parents are successfully met as well as suitable training and support for all appropriate staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests – Foundation profile scores, Year 2 National Curriculum tests.
- School tracking systems.

In addition the school will publish an annual SEND Information report which can be viewed on the school's website which details the key SEND information for the year.

### **COMPLAINTS PROCEDURE**

Parents are encouraged to discuss their concerns with the school. These should be raised with the class teacher initially as most concerns can be resolved in this way, but if this does not happen, parents may raise concerns with the Deputy Headteacher/SENCO or the Headteacher. If still dissatisfied, parents may complaint to the Chair of Governors or the Local Authority.

The school's complaints procedure is outlined in the school prospectus and on the school's website. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

### **LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide support for children with SEND. Derby City Council's Local Offer webpage is a good source of support and information about services locally that can be very helpful to families, it will signpost families to other useful agencies and services. [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

When it is considered necessary, colleagues from the following support services may be involved with children with SEND:

- Educational Psychologists,
- Medical professionals, for example, Community Paediatricians, Clinical Psychologists,
- Speech and Language Therapists,
- Physiotherapists,
- Occupational Therapists,
- Hearing Impairment Specialists,
- Visual Impairment Specialists,
- Physical Impairment Specialists,
- Autism Spectrum Disorder Specialists,
- School Nurses.

In addition, links are in place with the following organisations:

- The Local Authority,
- Education Welfare Officers,
- Social Services,
- SENCOs in other Derby schools,
- Schools with Nurture Groups, Enhanced Resource Facilities and Special Schools.

### **SEND POLICY REVIEW**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

This policy was reviewed on: **1<sup>st</sup> November 2016.**

It was approved by Mrs AJ Brandon (Headteacher), Mrs E Heath (SEN Governor) and the Full Governing Body in November 2016.

Planned review date: **November 2017.**



