



Horndean Infant School

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

OUR VISION

Horndean Infant School is an inclusive mainstream setting where all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. We believe that every child should enjoy their education and is entitled to a broad, balanced, relevant and differentiated curriculum. We are committed to providing a place of excellence with high standards with children's happiness, success and inclusion at the heart of what we do. All our teachers are teachers of children with special educational needs. We are aspirational for all our children and aim to provide high quality provision to meet the needs of children and young people with SEND.

COMPLIANCE

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0 – 25 (2014)* 3.65 and has been written with reference to the following guidance and documents: -

- SEND Code of Practice 0 – 25 (2015)
- Equality Act 2010: advice for schools (DfE May 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Framework (Dec 2014)
- Teachers Standards 2012

To be read in conjunction with the school's own policies: - Equal Opportunities policy, Every Child Matters Quality Scheme, The Disability and the Accessibility scheme, Behaviour Policy, Teaching and Learning Policy, Accessibility Plan and Safeguarding Policy.

SENDCo INFORMATION

The SENDCo (Special Educational Needs & Disability Coordinator) at this school is ***Mrs Elisa Buckley***.

Elisa has worked at Horndean Infants for 14 years as teacher and year leader. She started the role of SENDCo in February 2022 and begins her National Award for SEND qualification in September 2022. She is a member of the Senior Leadership Team and is responsible for the day-to-day implementation of the school's SEN Policy and for coordinating the provision for pupils with SEND. The post is part-time, currently 3 days a week.

She can be contacted on adminoffice@horndean-inf.hants.sch.uk or through the school office on 02392 593453.

The governing body, in conjunction with the head teacher have responsibility for the school's general policy and approach for the provision of children with SEND. The Governors are committed to providing for a high level of SEND support, both teaching and support staff, as needs and budget dictate. The Governors Curriculum and SEND Committee are kept informed of children's needs and provision by the SENDCo.

The current SEND Governor is ***Mrs Karen Sherwood***. She has regular contact with the SENDCo and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision.

The head teacher has the strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body informed.

AIMS

- Foster an inclusive climate which accepts and nurtures the individual child, irrespective of their special educational needs by focusing on aspirational outcomes
- Ensure that educational provision is planned, differentiated, and effective in meeting the individual needs of the children with special educational needs
- Remove barriers to learning & raise expectations and achievement of children with SEND.
- Raising the aspirations and expectations for all children with SEND. Important to understand our children well to be able to plan the best education. For many their needs may be met through classroom practices (quality first teaching) or by providing specific support or intervention
- Make the learning experience and environment creative, challenging, exciting, stimulating, relevant and forward thinking
- Focus on outcomes for children and ensure learning is supported to enable children have access to the curriculum
- To identify at the earliest opportunity all children who need special provision to support their physical, sensory, social, emotional, communication or cognitive development
- Early identification, assessment and provision for any child who may have SEND and are responsible for monitoring the performance of all children as part of on-going observation and assessment.
- Work in partnership and collaboratively with parents/carers and other agencies.

OBJECTIVES

- To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide appropriate provision and adaptations to ensure all pupils, including those with SEND, make good progress
- To provide a Special Needs Coordinator (SENDCo) who is part of the senior leadership team to drive forward outcomes for pupils with SEND and carry out the SEND Policy
- To provide support, advice and on-going training for all staff working with pupils with SEND.
- To use resources effectively to support children with SEND
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the provision made by the school
- To promote effective partnerships working both within school and with outside agencies who provide specialist support and teaching for children with SEND
- To use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum
- To develop confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice (2014) provides the following definition:

“A pupil has SEND where 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.” (CoP 6.15)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2014 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take not to fit a pupil into a category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014 (6.28 – 6.34):-

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every

child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

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

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

At Horndean Infant School we also recognise factors that are **NOT SEN** but may impact pupils' progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or adopted
- Being a child of Serviceman/woman

We recognise that difficult or challenging behaviour is communicating an underlying need. Where a child displays challenging behaviour we will endeavour to identify the underlying need and assess if it constitutes SEND.

At Horndean Infant School we get to know our children very well. Understanding our children's strengths and areas of development helps us to spark their interest and ensure they make good progress in their learning. We have pupil progress meetings every half term to monitor how pupils are learning and achieving and are able to identify children who are not making expected progress and plan how this can be addressed.

We get to know our children as much as possible before they start school. We meet with pre-schools, have parent/carers meetings and visits for the children. We also visit children in their home before starting school to have the opportunity to talk to parents/carers. For some children it might be appropriate to visit them in their current setting and/or hold a transition meeting to get a more thorough understanding of the child.

We believe that early identification any learning difficulty improves the long-term outcomes for the child. To assist the teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum (including the Year One Phonics Screening Test) and Foundation Stage Profile. We also carry out a screening procedure (Boxall) for some of pupils in their Reception year, to identify social and emotional difficulties. Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who

require further classroom support are given additional small group intervention and sometimes individual interventions.

The Head teacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving, Teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where necessary, the School Nurse, Children's Services, Primary Behaviour Support, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

The school has an SEND Register which identifies children with SEND, and a whole school Provision Map, known as the Whole School Intervention Tracker, to record the provision they receive.

"Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable" (CoP 6.15)

The first response to a concern for a pupil's progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the Class or subject Teacher, working with the SENDCo, will assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (CoP 2014)

A GRADUATED APPROACH TO SEND SUPPORT

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This is known as the graduated approach.

The four elements of the approach are:

- Assess
- Plan
- Do
- Review

Assess

This involves the class or subject teacher who is concerned about the child's rate of progress working with the SENDCo and possibly other external professionals to get as clear a picture as possible of the child's needs. Assessment data from different sources, including parents and the child's views will be used to identify a child's barriers to learning. If it is determined that a child has a special educational need, this should be entered on the school SEND register.

Plan

Parents must be informed when special educational provision is being made for their child.

The teacher and the SENDCo should agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place. This may be recorded on a Special Needs Individual Plan (SNIP) which details personalised end of year outcomes, short term targets and teaching strategies. The Plan will be regularly reviewed and progress shared with parents/carers. The plan is shared with all staff who may work with the child, ensuring they are aware of their needs, the outcomes desired, support provided and strategies or approaches to use. Additional provision will be recorded on the Whole School Intervention Tracker.

Do

The class or subject teacher remains responsible for working with the child on a daily basis. Even where some interventions take place away from the main class, they still retain responsibility for the pupil. They should work with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and plan how their learning and their outcomes can be linked to and reinforced by classroom teaching. Where there are several children requiring support in a similar area (i.e. comprehension or writing skills), a small group intervention may be arranged. The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed at the agreed date. The impact and quality of the support and interventions should be evaluated along with the pupil's and parents' views. This should feed back into the analysis of the pupil's needs. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an Education, Health and Care Plan (EHCP) (or where the pupil has a statement of SEND or a Learning Difficulties Assessment that has not yet been converted to an EHCP), the LA must review that plan at a minimum every 12 months. Schools must co-operate with the LA in the review process.

MANAGING PUPILS' NEEDS ON THE WHOLE SCHOOL INTERVENTION TRACKER

There is a whole school intervention tracker, which is used to record details all children who are receiving additional support and the interventions being used. Outcomes and progress for interventions are held separately. The tracker is updated regularly by key staff and overseen by the SENDCo. Children identified as having SEND will have a SNIP which targets the particular area where they require 'additional to or different from' support. The pupil and parent/carer will have full involvement in the setting and reviewing of these targets. Where appropriate, pupils will be given group targets. The targets will be worked towards, and reviewed regularly, with the pupil, Teacher/TA and parent/carer. Parents are regularly kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the Teacher/SENDCo informally, at any time. Review meetings are held once a term and parents are invited to come and have a more formal discussion on these occasions.

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

- Learning Support Assistant (LSA) support
- Differentiated work, modified timetable and environment
- A specific intervention program
- Ideas for home support activities

There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. The level of provision needed is decided by using progress data and outcomes from ongoing assessments.

The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> and in our own SEND Information Report, available on our website <http://horndeaninfants.co.uk/send-information/>

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENDCo is responsible for managing this process and also alongside the Headteacher for taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENDCo and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHCP).

CRITERIA FOR EXITING SEND SUPPORT

When a child consistently meets the outcomes set on their Personal Plan and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closely by the Class Teacher.

SUPPORTING PUPILS AND FAMILIES

The LA Local Offer can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>. The school's SEND Information Report can be found at <http://horndeaninfants.co.uk/send-information/>. These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found under 'School Documents' on our website. To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal Transition Partnership Agreement (TPA) meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

We work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education. We seek to involve parents in all decisions about their children.

"Partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, LAs and others. This is important in enabling children and young people with SEND to achieve their potential." (CoP 2:1)

All parents are informed if the school is concerned about any aspect of a pupil's progress and they are notified of any subsequent additional support. Where a personal plan or behaviour plan is drawn up for a pupil, parents or carers will be involved wherever possible. Parents and carers will be encouraged to support learning programmes and will be given advice on appropriate activities to be carried out at home.

Should any parents have any concerns about the special educational provision within the school they should initially contact the class teacher. Then, if they wish they may contact the SENDCo or Headteacher. If the concern remains unresolved, parents may contact the Chairman of Governors and will be advised of the County guidelines.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some 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.

The school has a policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE.

MONITORING AND EVALUATION OF SEND

The school has a detailed management plan, which ensures that there is a full range of monitoring activities so that each child continues to make age appropriate progress. These include pupil progress meetings between the Headteacher, SENDCo and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Headteacher and SENDCo regularly report on children's progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. Pupils are regularly interviewed to gauge their views. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

Adequate progress can be defined in a number of ways (SEND Code of Practice 2001)

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

TRAINING AND RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (CoP 2014)

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEND. The SENDCo, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (CoP 2014)

We believe all staff are teachers of children with SEND and disabilities, so all members of staff are trained to teach children with SEND and disabilities and we provide a full range of training on induction. Our LSAs are trained to deliver appropriate intervention programmes. One of our SEND Assistants specialises in speech and language. One member of staff is trained in TALA (Therapeutic Active Listening Assistant). We also have an LSA as a trained ELSA (Emotional Literacy Support Assistant).

The school believes in planning strategically and, prior to admission, Transition Partnership Agreements (TPA) or transition meetings are held and the school liaises with parents and local pre-schools to determine what provision is needed for each child and any training gaps that need to be filled to meet the child's needs.

All staff have annual child protection training. The SENDCo will begin her National Accreditation Award for SENDCOs in September 2022 and is the Designated Teacher for Looked After Children (LAC) and one of the Designated Safeguarding Leads. Staff receive access to regular training related to special educational needs. Most recent training includes literacy, pastoral support, understanding behaviour and attachment and trauma. The School also has links with Primary Behaviour Service and Riverside Special School Outreach Team who offer advice on resources and support programmes. Two LSAs are trained to deliver FFT Wave 3 intervention (1:1 programme for reading/writing). Some of our staff have an awareness of using basic Sign Language skills.

Amongst our staff we have people who are trained in:

Learning Intervention programmes e.g. precision teaching, paired reading
Autistic Spectrum Condition
BSL/Sign Supported English
Hearing Impairment
Speech and Language Therapy
Behaviour Management/Understanding behaviour
Attachment and Trauma

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENDCo also attends the local authority's SENDCo network meetings in order to keep up to date with local and national updates.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility of all the staff at Horndean Infant School. This includes the following roles:-

- SEND Governor with a responsibility to liaise with the SENDCo and monitor participation and progress of pupil's with SEND.
- Special Needs Assistants for pupils with an EHCP or on SEN Support
- ELSA to support pupils with emotional and social needs
- Teacher/LSA to support Emotional Learning
- Special Needs Assistant (SNA) for supporting children with Speech & Language difficulties, delivering interventions, TALA (Pastoral Support)
- Designated Teachers with Specific Safeguarding Responsibility is the Head Teacher Ben Frank, SENDCo Elisa Buckley and Deputy Head Maria Gleed. However, all school staff have a responsibility to report any concerns in their absence.
- Designated Teacher for Looked After Children is Elisa Buckley and is due further training on this in January 2023.

Children with an EHCP are sometimes supported on an individual basis by the school from the funding delegated by the LEA for this purpose.

Through careful planning, differentiation and monitoring we ensure that children with additional needs access the full curriculum at their own level, e.g. group interventions, Social Skills groups and Narrative Skills groups. This provision is available for all children including those who have short term needs and this is recorded on the Intervention Tracker.

In-service training for SEND issues is on-going and a regular feature of the School Strategic Plan. Training is planned for teaching and support staff to raise expertise across the school and to keep them informed of changes in legal responsibility. The SENDCo and staff work closely to carefully monitor the needs of the children in their classes and act quickly upon individual needs through carefully planned and targeted interventions.

STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

REVIEWING THE POLICY

This policy is reviewed annually by the full Governing Body.

ACCESSIBILITY

The DDA (Disability Discrimination Act), 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. The school has an Equalities Policy which can be found on our website. The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All Teachers have high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills.
- A sharp assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

Activities and school trips are available to all. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

Risk assessments are carried out and procedures put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

We run a range of school clubs for children. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and SENDCo.

The governing body is committed to having a high level of support from LSAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks.

The school is on one level for children to access. As such, the school is fully accessible for wheel chairs. There are disabled toilet facilities and designated parking for disabled if there is a need.

DEALING WITH COMPLAINTS

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher in the first instance or the SENDCo or Headteacher, as soon as possible.

Written information about a formal complaints procedure is available from the school. Hampshire Local Authority (LA) provides a Parent Partnership Service, which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

BULLYING

The Anti-Bullying Policy can be found on our website at <http://www.horndeaninfants.co.uk>. Pupil surveys report that children feel safe at school and know who to go to if they ever need help. In our recent OFSTED, July 2022, it was reported that "Pupils say that this is a school where you can make friends easily and people are kind to each other."

USEFUL LINKS

SEND Information report - <http://horndeaninfants.co.uk/send-information/>

Hampshire County Council's Local Offer - <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Guide for Parents and Carers - [Special Educational Needs and Disabilities](#)

[Hampshire Special Educational Needs \(SEN\) Service](#)

This Policy can be provided as a recording if a request is made.

Reviewed:	September 2022
Review Cycle:	Annually
Responsibility:	Headteacher
Review By:	SENDCo & SEND Governor
Approval:	Governing Body - Standards

Approved By Governors Date.....