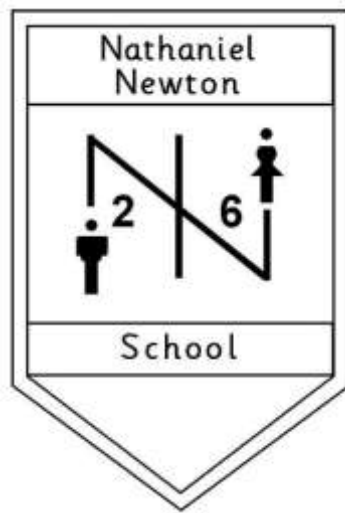


# Nathaniel Newton Infant School



## Special Educational Needs Policy

# **Nathaniel Newton Infant School**

## **Policy for Special Educational Needs**

“Committed to the inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education”

Code of Practice 2014

### **Summary Statement**

The purpose of this policy is to outline the nature and management of Special Educational Needs and disabilities (SEND) at Nathaniel Newton Infant School. At Nathaniel Newton, we are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs by creating opportunities for every child within a climate of success for all. This policy takes account of the revised SEN Code of Practice for SEND 2014, the Disability Discrimination Act 2010, the Children’s and Families Act 2014 and guidance given by Warwickshire Local Authority

This policy is designed to make clear the responsibilities of all concerned, Governors and staff, as well as meet legislative requirements.

### **Definition of special Educational Needs**

‘Pupils with a disability have Special Educational Needs if they have any difficulty in accessing education and they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in the classroom’

Code of Practice 2014

We consider a child to have Special Educational Needs if:

- They have a significantly greater difficulty in learning than the majority of children the same age.
- They have emotional and/or social difficulty, which prevent them from accessing all curriculum areas or presents as a management problem.
- They have a physical difficulty which may include hearing, visual, communication difficulties or a lack of mobility

The new Code of Practice 2014 identifies four main areas of SEND

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and /or physical

## Aims

The aims of this policy encompass the main principles of the Code of Practice 2014, which are:

- To ensure that the Special Educational Needs of children are identified, assessed and provided for.
- Aspirations for the child are raised and high expectations set.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs and that Staff have the knowledge, understanding and skills to provide the right support for children who have SEN or are disabled.
- To ensure effective communication between parents and school by ensuring that parents are informed of their child's Special Educational Needs and provision provided.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies where appropriate so that children's SEN are picked up early and support is put into place quickly
- Parents know what they can reasonably expect from their school, LA and local services, without having to fight for it and are given greater control over the services they use.

## The management of Special Educational Needs

As an inclusive school all children receive a broad and balanced curriculum relevant to the needs of the individual. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all children and access to inclusion will be facilitated to ensure that success is achieved by focusing on :

- Greater Emphasis on high quality whole class provision.
- Setting suitable learning challenges according to ability
- High quality teaching - adapted for individuals (being the first step in responding to pupils who have or may have SEN)
- Responding to children's diverse learning needs (whether this be through their learning style or through more small group work)
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## Admissions

Children who have SEND are admitted into school in accordance with our whole school admissions policy and Warwickshire's Local Authority Guidelines. Under the Equality Act 2010, we have a duty not to discriminate against people due to disability, gender, religion or beliefs.

Therefore, no child is refused admission on the grounds of learning difficulties, provided that the school can cater for their individual needs. Children with special educational needs have equality of access to appropriate resources and accommodation within the school.

Children who already have an Education Health Care Plan will be admitted providing the appropriate support is given by the Local Authority. Where appropriate, liaison between previous setting and agencies involved is arranged to ensure a thorough knowledge of the child's needs, allowing a smooth transition into school.

### The Governing Body

The Governing Body at Nathaniel Newton Infant School have the responsibility for ensuring that Special Educational Needs are met appropriately within the acknowledged budgetary constraints. There is an identified governor, Mrs Saje who has specific oversight of the school's provision for Special Educational Needs and that provision for SEND is to a high standard.

The Governing Body ensures that the school complies with admissions criteria which does not discriminate against pupils with special educational needs or disabilities and that the admissions policy has regard for the guidance in the Code of Practice.

The Governing Body has delegated the day to day operation of the SEND policy to the Headteacher, who has then delegated it to the Special Educational Needs and disabilities Co-Ordinator (SENDCO), Mrs Taroni.

### SENDCO

The SENDCO plays a key role in co-ordinating effective educational provision for children with Special Educational Needs and disabilities and is responsible for:

- Working with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in school
- Contributing to the inclusive practice through implementation of the Special Educational Needs code of practice 2014 and the Disability Act 2010
- The day to day operation of the schools SEND policy.
- Supporting and advising colleagues.
- Co-ordinating provision for children with Special Educational Needs and disabilities – managing both human and material resources.
- Devising individual and small group programmes of work.
- Ensuring that appropriate interventions are in place and revised on a regular basis
- Carrying out on-going assessments of targets for individual children.
- Maintaining the School's SEND register and overseeing the records of all children with Special Needs
- Liaising with parents of children with SEND.

- Contributing to in-school training of colleagues.
- Liaising with external agencies.
- Ensuring the environment meets the needs of children with SEND.
- Liaise with next providers of education for ensure a smooth transition for the children.

## Class Teachers

### **At Nathaniel Newton teaching children with Special Educational Needs and disabilities is a whole school responsibility.**

The Class teacher is responsible for identifying children within their classes who may have a Special Educational Need. Then in conjunction with the SENDCO, develop a system of differentiation and adaptation within class to ensure the fullest access to the curriculum possible (which may also run alongside 1-1 support or small group withdrawal work.) Teachers will be involved in setting targets, implementing these targets (where appropriate) and reviewing progress.

Teaching assistants will, under the guidance of the class teacher and / or SENDCO assist in the implementation, recording and reviewing of these individual programmes of work.

*‘Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiation for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.’ (Code of Practice 2014)*

## Identification and Assessment of Special Educational Needs

Where a child is identified as having SEND school should take action to remove any barriers to learning and put effective provision in place. The SEND support should take the form of a four-part-cycle known as the Graduated Response :

- ACCESS
- PLAN
- DO
- REVIEW

At Nathaniel Newton we are committed to early identification of special Educational Needs. Children are assessed when they enter school (either in their Reception year or as and when they join our school). Termly assessments are carried out with the whole class which help identify the needs of current children on the SEND Register as well as assess the needs of children that the teacher may have concerns about.

A range of evidence is also collected through the usual assessment and monitoring arrangements and ongoing teacher assessments:

- Reception
  - Entry/Baseline assessment
  - Developmental bands (ongoing throughout the year)
  - Ongoing assessments and observations.
  - Children meeting the Early years goals
  - Ongoing Little Wandle Phonics assessments
  
- Year 1
  - Ongoing Little Wandle Phonic assessments
  - End of year phonics screen
  - Termly assessments for reading, writing and maths
  - Ongoing Teacher Assessment
  
- Year 2
  - SATS
  - Ongoing Little Wandle Phonic assessments
  - Phonic Screen re-sits
  - Termly assessments for reading, writing and maths
  - Ongoing Teacher Assessments

Other Monitoring and Evaluation are gathered by:

- Ongoing assessment by support services and external agencies
- Entry and exit data for interventions
- Assessments such as Strengths and Difficulties Questionnaire and THRIVE
- Regular discussions between Head teacher, SENDCO and class teachers
- Pupil progress meetings
- Annual SEND report to Governors
- Communication with children and parents
- Reviews of learning passports - to measure actual progress as matched against targets.
- Annual reviews

The SENDCO, SLT, Governors and outside agencies all play a part in monitoring classroom practice and provision and analysing pupil data and test results.

### Children placed on the SEND register - Individual Learning Passports

If it is thought that a child is not making the expected progress as highlighted by data or by the class teacher (or has issues affecting their learning or emotional/ home issues) the child will be placed on the SEND register. This will result in the child having a learning passport devised, which will set out provision that is additional to or different from that available to all. The Learning Passport will be

written by the SENDCO in consultation with the class teacher, learning mentor, parents, pupils and where appropriate outside agencies.

The Learning passport will include the following information:

- The child's strengths
- The child's areas of difficulty
- Child's views
- Parents view
- The short term targets set out for the child
- Support required for the child to thrive
- Quality first teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Progress made

If there continues to be inadequate progress with the interventions or at the review identifies that support is needed from outside agencies then adjustments will be made to the learning passports. These may suggest alternative strategies, learning programmes, modifications to the curriculum and/ or extra support for the child, individually or in small groups.

When outside agencies such as Specialist Teaching Service (STS), Educational Psychology (EP), Speech and Language therapist have involvement these agencies may assist and advise the SENDCO and teachers.

#### Pupils with Emotional, Social and Mental Health Difficulties

In this area it is imperative that early and regular contact is established with parents/carers. The child and family may be referred to the Learning mentor, Miss Carey for a Pastoral Support Programme or referred to the school's Mental Health Lead, Mrs Dickens.

Further support may be available from Early Help, MHST (Mental Health in School's Team), the School Nurse COMPASS or Specialist Teaching Service (STS).

#### Statutory Assessment –Education Health Care Plan

For children with more complex needs or for a few children who continue to demonstrate significant cause for concern, a request for a statutory assessment will be made to the local authority, called an EDUCATION and HEALTH CARE PLAN (EHC) – Which goes from birth to 25 years

A range of written evidence about the child will be needed from a range of agencies to support the request for a formal assessment. This evidence will establish the specific needs and the range of provision suitable to meet the pupil's needs. If it is agreed that the issuing of an EHC plan (Education

Health Care Plan) is necessary, the child's special educational needs and provision will be summarised in a Statement Document. This Document will be reviewed annually and a report provided by the Local Education Authority (SENDAR). The School undertake and carry out the specific requirements as outlined in the of EHC plan.

If a child then makes sufficient progress then the Education Health Care Plan may be discontinued by the Local Authority (SENDAR).

### Transfer

When a child is due to transfer to another phase eg Key stage 2, planning for this will be started in the year prior to the year of transfer. Advanced planning for children in year 2 will allow appropriate options to be considered. The SENDCO will liaise with the SENDCO of the Junior school to ensure that effective arrangements are in place to support children at the time of transfer.

When a child moves to another school in the middle of their time at Nathaniel Newton their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil information) Regulations 2000.

### Funding

A sum of money is allocated each year from the Local Authority for Children who have Special Educational Needs and disabilities. Children who have an EHC plan may also have some additional funding. The Head Teacher in consultation with the Governing Body allocates the money for SEND dependent on current needs.

### Local Authority Support Services

Outside agencies play an important part in helping the school identify, assess and make provision for pupils with special Educational Needs and Disabilities. At Nathaniel Newton we work closely with a range of LA support including:

- Specialist Teaching Service (STS)
- Educational Psychology service (EP)
- Integrated Disability Services (IDS)
- Social Care
- School Nurse COMPASS
- Speech and Language Therapy service
- Clinical Psychology
- Physiotherapy
- Occupational Therapy
- CAMHS / MIND



- Mental Health in Schools Team (MHST)

### Specialisms

The school has experience in supporting children with a variety of needs including Attachment and Trauma, Autism, Attention Deficit Hyperactive Disorder (ADHD) and sensory needs. The SENDCO and Learning Mentor are also both THRIVE trained.

The SENDCO will work very closely with all staff, especially ECT'S to ensure key knowledge and skills are processed to deal with differing needs and conditions within the classroom and that they are equipped with an ability to support children effectively in their immediate care.

Staff meetings provide sessions for training on identified needs ensuring staff have appropriate knowledge. The SENDCO attends all relevant training to keep up to date with current thinking/ new legislation and will feed back to staff individually or during Staff meetings.

### SENDIAS

The local Authority has a Parent Support Service called SENDIAS that is available for the parent of any child with Special educational needs and provides parents with advice and information about matters relating to SEND. Further information can be found at <http://www.kids.org.uk/warwickshire-sendias-front-page>

### Dealing with Complaints

The schools complaints procedure is set out in the school prospectus, details of which are available from the Head teacher.

The child's class teacher will work closely with parents at all stages of their education and should be the first port of call in any case of difficulty. If this is not sufficient parent/carers can contact the SENDCO, Deputy Head or the Head Teacher. If it is felt that their complaint has not been resolved by the usual school procedures parents /Carers can ultimately request support and advice from the Local Authority.

### Reviewing the policy

The SEND policy can be reviewed or amended at any time but will be reviewed at least on an annual basis to ensure that all the information included is relevant and up-to-date

Policy written by Verity Taroni (SENDCO)

Date of policy February 2024

Ratified by Governors February 2024

The SEN policy should be read alongside the  
Relational policy (previously the Behavioural policy),  
Equal opportunities Policy,  
Child Protection policy,  
School Local SEND Offer  
Warwickshire SEND Offer (<http://warwickshire.gov.uk/send>),  
Disability and Equality Scheme  
Accessibility Plan.