



SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

PRINCIPLES/PHILOSOPHY

All teachers are teachers of children with Special Educational Needs and Disability (SEND). At Eling Infant School and Nursery we welcome children of all abilities, all children are valued equally, and we ensure that our school is fully accessible and inclusive to all learners. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with progression and achievement. We value the views of parents' carers and children and see working with all stake holders essential to ensuring all children make good or outstanding progress. The majority of children will learn and progress within the normal class situation. The children are described as having Special Educational Needs if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in school. Special Educational Needs provision is provision that is additional to or different from that made generally for all other children.

The Special Educational Needs Co-ordinator is **Lucy Biggs** (MA Education, BA(Hons) Primary Studies with QTS and has also completed the National award for SENCO's gaining a Postgraduate Certificate in Advanced Educational Studies: Special Educational Needs Co-ordinators (SENCO)). She can be contacted on L.biggs@eling.hants.sch.uk. The SENCO is also a member of our senior leadership team and has held this role for over 9 years.

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Keeping Children Safe in Education 2019
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Hampshire and Eling's Safeguarding Policy (2019)
- Eling's Single Equality Plan
- Teachers Standards 2012

This policy was created by the school's SENCO and the Headteacher in consultation with the Governing body, staff and parents of pupils with SEND.

AIMS

To achieve the principles outlined in the SEN Code of Practice (2014), Eling Infant School and Nursery aims to:

1. **Foster an inclusive climate which accepts and nurtures the individual child, irrespective of the nature of their special educational needs, by focusing on aspirational outcomes.**
2. **Remove barriers to learning and raise expectations and achievement of pupils with SEND.**
3. Ensure that educational provision is planned, differentiated and is reviewed to ensure it is effective in meeting the individual needs of children with special educational needs.
4. Monitor individuals to ensure that they receive provision that is appropriate to their needs.
5. Build self-esteem in all pupils with SEND by making the curriculum enjoyable and building on their strengths and ensure they are with their peers as much as they can be.
6. Work in partnership and collaboratively with parents, children, appropriate agencies and previous settings to ensure the early identification and the highest level of support is given and a consistent effective approach is possible.
7. Make effective provision for resource entitlement for children with SEND.
8. Fully integrate children with Special Educational Needs and Disability (SEND), giving them full access to the Early Learning Goals and the National Curriculum.

OBJECTIVES

1. To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for children with SEND.
4. To provide a Special Needs Coordinator (SENCo) who will work with the SEND Policy
5. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.

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:-

Communication and interaction

6.28 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.

6.29 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 influence how they relate to others.

Cognition and learning

6.30 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.

6.31 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

6.32 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.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34 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.

The school also recognises that pupils may have needs which impact on progress and attainment that are **not SEN**. 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
- Being a child of Serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

Eling has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

‘A pupil has SEN 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. 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 2014

The first response to such 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 SENCo, will assess whether the child has SEN. 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 SEN SUPPORT

At Eling we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children with special educational needs we continuously assess and monitor children’s progress against the Foundation Stage Profile, Development Matters, National Curriculum (including the Year One Phonics Screening Test). We also carry out a screening procedure (DEST) for the majority of pupils in their Reception year, to identify any specific literacy difficulties. In addition to this we also assess the children’s language development using Infant Language Link screening. In addition to this they are also use the BOXALL profile to identify social and emotional needs. We use the results from these tests to decide what support to give the children who demonstrate difficulties. This can include, in class small group work, 1-1 work, some precision teaching, Nurture group or maybe introducing an IEP or ELSA plan with activities to play at home throughout these approaches there will be open discussion with parents/ carers and ongoing review of appropriateness of the approach.

At Eling all 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. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff. From the teachers’ ongoing assessment and review of the children’s attainment pupils identified as needing further classroom support are given additional small group and sometimes individual interventions or **Early Intervention** programmes. If **Early Intervention** support does not assist pupils in making expected progress, some pupils may need ‘additional to or different from’ (CoP 2014) learning experiences and these pupils under the Code of Practice, are known as needing ‘**SEN Support**’. These children will have an IEP to help ensure a constant, joined up approach to supporting their learning. This is reviewed at least 3 times a year and is again the class teacher’s responsibility.

The Headteacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations, analysis of pupil progress and review of the children on the SEN register to ensure all the children are receiving the support they need to make good or better 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, Specialist Teacher Advisers, Educational Psychologists, Speech and Language therapists 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 SEN Register which identifies children with SEND and also maps their provision, the provision they receive and their outcomes.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

There is an overarching provision register, which details all children who are receiving SEND support and the interventions being used. This details each child's needs, outcomes and progress. It is updated continually by the SENCo and the whole document is reviewed termly in a staff meeting with the Headteacher and class teachers. During this meeting progress is tracked, interventions are reviewed and ideas are shared regarding the next appropriate outcomes for the child. During this process the class teachers meet with the child and their parents, and develop an Individual Education Plan (IEP). This targets the particular area where they require 'additional to or different from' support. Those pupils identified with additional or special needs will receive support in one or more of the following ways:-

1. Teacher support (Quality First Teaching)
2. Teaching assistant (TA) support
3. Differentiated work, modified timetable and environment
4. A specific intervention program (e.g. ELS, Numbers Count, nurture Group, Speech)
5. 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 SEN Information Report, available on our website <http://www.eling.hants.sch.uk>.

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 SENCo is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENCo and Headteacher, offer 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 (EHP).

CRITERIA FOR EXITING SEN SUPPORT

When a child consistently meets the outcomes set on their IEP and is 'keeping up' not 'catching up' with age appropriate expectations there will be a review with the child, parents/carers and class teacher about removing the child from the SEN register. At this stage if any more support strategies are of help these are shared with the parents and pupil. E.g. when leaving Numbers Count they often have a pack of resources that the children can use in maths lessons. The children that have been removed from the SEN register continue to be monitored for a year to ensure they do not fall behind again.

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 SEN Information Report can be found at <http://www.eling.hants.sch.co.uk>. These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found on our website <http://www.elinginfant.co.uk/admission-information/>.

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 and assessment manager.

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 TPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

The school has a policy on managing the medical conditions of pupils and this can be found on the policy section of our website.

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 (SEN) and may have an Education, Health Care (EHCP) 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; www.sendgateway.org.uk .

SAFEGUARDING

Taken from Model Safeguarding Policy, Procedure and Guidance Published September 2019 – Hampshire County Council

Special educational needs and disabilities

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Have fewer outside contacts than other children
- Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Be inhibited about complaining for fear of losing services
- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other children to abuse by their peers.

As a school we will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled children receive appropriate personal, health and social education (including sex education)
- Making sure that all disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

We also take the guidance from Keeping Children Safe in Education 2019 which highlights that

When considering sexual abuse staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. It also suggests that as a school we recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident we have the capability to support SEND children to stay safe online.

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, SENCO and class teachers, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEN.

The Headteacher and SENCO 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.

TRAINING AND RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN 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 SEN 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 SEN. The SENCo, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

CoP 2014

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. The Headteacher meets with the teaching staff during the performance management cycle and discusses and plans their training needs.

The SENCo meets regularly with staff to review provision and training needs. At the beginning of each year a training audit is carried out and from this, the performance management and the needs of the children in the school that years needs are identified. This is for both individuals and also whole school training. The SENCo has the completed the national accreditation for SENCos.

Staff are trained in:

Nurture Group provision

Learning Intervention programmes, e.g. SIDNEY, ELS, wave 3 maths intervention.

ELSA (Emotional Literacy)

Positive behaviour management and deescalating.

Makaton (sign language)

Speech and Language Therapy

Precision teaching

ASD

Dyslexia

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENCo also attends the LA's SENCo network meetings each half term in order to keep up to date with local and national updates. The SENCo also has strong links with local schools.

ROLES AND RESPONSIBILITIES

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

- SEN Governor with a responsibility to liaise with SENCo and monitor participation and progress of pupil's with SEND.
- SEND Teaching Assistants – all our teaching assistants are fully trained in implementing a range of intervention programmes. This aspect of their work is overseen by the Lucy Biggs (SENCo).
- Designated Teacher with Specific Safeguarding Responsibility is Trina Sillence and her Deputy is Lucy Biggs However, all school staff have a responsibility to report any concerns in their absence.
- Designated Teacher for Looked after Children and Pupil Premium is Trina Sillence.
- Member of staff responsible for meeting medical needs of pupils is Trina Sillence.

STORING AND MANAGING INFORMATION

We follow Hampshire's Schools Record Retention Schedule meaning that we:

- Pass on any educational records to the next school.
- Keep any SEN information for date of birth of the pupil + 22 years.
- Keep Violent Incident Reporting current year + 3 years and then destroy.
- Keep Physical Intervention Forms for date of birth of the child+22 years and then destroy.

For further information see the school website with the Data Protection Policy 2018 and the schools Privacy Notice for Pupils 2018

REVIEWING THE POLICY

This policy is reviewed annually by the full Governing Body.

ACCESSIBILITY (Single Equality)

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 a Single Equality Action Plan, which outlines clearly its intentions for accessibility and disability action points. All our Single Equality policies 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.

The school has ramps and is all on one level internally for children to access. As such, the school is accessible for wheel chairs. There are disabled changing and toilet facilities and a disabled parking bay. We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in ensuring that their children are fully included.

All children will be involved in external activities. 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. Although it should be noted that while we are an inclusive school and will do all we can to include every child safely:

- The school will consider all *reasonable* resources to put in place to ensure inclusion
- We look for parental support to ensure inclusion at all times, including not unreasonably asking if it's possible for a parent to be available (not necessarily supervising at all times though ...)
- **Our duty of care overrides issues of inclusion where the safety of the child, other children or staff cannot be reasonably guaranteed**
- We will do our best to offer alternatives if we feel we cannot ensure safety
- In the final analysis our duty is to the safety of all the children on the visit

We run a range of school clubs, for example dance, gym, football, art, drama and multi-skills. 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 SENCo.

Our afterschool club is inclusive for all children although they do ask that parents book their child place in advance to guarantee we have the staff and the resources to ensure they are safe and their time in club is successful and fun.

The Governing Body is committed to having a high level of support from TAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is also one level internally meaning that it is easily accessible for all pupils. The school also has a Nurture Room where, at key times in the day, children are able to receive extra support.

The school has an open door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

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, SENCO or Headteacher, as soon as possible. Written information about a formal complaints procedure is available from the school.

Hampshire Local Authority (LA) provides support through <https://www.hampshiresendiass.co.uk/> and also the Local Offer page <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

BULLYING

The school is highly inclusive and is recognised as such by OFSTED and our local LA. The school has no tolerance for bullying of any sort. The Behaviour and Anti-Bullying Policy can be found on our website at

<http://www.eling.hants.sch.co.uk>. Pupil surveys report that children feel safe at school and know who to go to if they ever need help.

USEFUL LINKS

SEN Information report - <http://www.eling.hants.sch.co.uk> (home page)

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

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