

Document Name	Special Educational Needs and Disability Policy
Authors	Headteacher
Date approved	To be approved 26 th March 2024
Current document	Version 9
Review Date	March 2025



Ashbrook Infant and Nursery School Special Educational Needs and Disability Policy

A policy to promote the successful inclusion of children with Special Educational Needs and Disabilities at Ashbrook Infant and Nursery School

Policy Statement

At Ashbrook Infant and Nursery School we are committed to offering an inclusive curriculum and providing, for each child, the best possible environment for learning regardless of their abilities, aptitudes, interests and behaviour. The school values the abilities and achievements of all its children. Not all children with disabilities have special educational needs (SEN) and not all children with SEN meet the definition of disability but this policy covers all these children.

Our school has a whole school approach to the SEN policy and practice. All children with special educational needs are fully integrated into mainstream classes and every effort is made to ensure full access to the National Curriculum and to all school activities and aspects of school life. All teachers are teachers of children with special educational needs.

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Children and Families Act 2014
- Safeguarding and Child Protection policy
- Accessibility Plan
- Teachers Standards 2012

A definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children 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 schools in the area. A child has learning difficulties if:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have 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.

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

A definition of Special Education Provision

- 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.

Our Aims:

The Governors and staff at Ashbrook Infant and Nursery School recognise that all children have different profiles of ability, skills and difficulties and our aims are to:

- Foster an inclusive and accepting environment which nurtures the individual child, regardless of their special educational need, enabling them to have full access to the Early Years or National Curriculum.
- Remove barriers to learning and have high expectations in relation to the achievement of children with special educational needs.
- Ensure that provision is planned which is appropriate, adapted and effective in meeting the needs of children with special educational needs.
- Monitor provision for children with special educational needs regularly to ensure that it is enabling them to make progress.
- Provide a broad, balanced and creative curriculum which builds on the strengths of children with special educational needs and develops their confidence.
- Work in partnership with children with special educational needs, their parents and other agencies.
- Ensure appropriate resources are provided to meet the needs of children with SEND.

The specific objectives of the SEN policy are:

- To identify all children with special needs and disabilities as early as possible and ensure that their needs are met, by providing a broad, balanced and adapted curriculum appropriate for their individual needs and abilities.
- To ensure that all children with special needs and disabilities take as full a part as possible in all school activities, enabling them to become confident individuals.
- To be aspirational and ensure that all learners make the best possible progress.
- To ensure that parents are kept fully informed about their child's special needs and about their progress and attainment.
- To ensure that children have opportunities to express their views and are fully involved in decisions which affect their education and special needs provision.
- To promote effective partnerships and involve outside agencies when appropriate.
- To provide support and advice for all staff working with special educational needs children.
- To work within the guidance provided in the SEN Code of Practice 2014.

Identifying Special Educational Needs

There are four broad areas of need identified in the SEN Code of Practice 2014. The purpose of identification is to determine what action school needs to take rather than categorising a pupil. When planning to meet a child's individual SEND needs staff will consider the child as a whole. The four areas of need are:

- Communication and interaction – this refers to children and young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, or others have difficulty in understanding what they are saying. **(6.28)** This area also refers to children and young people who do not understand or use social rules of communication. This may include children with ASD. **(6.29)**
- Cognition and Learning – When children and young people learn at a slower pace than their peers, even with appropriate adaptation, additional support may be required. Learning difficulties may be moderate (MLD) or severe (SLD) and in some cases profound and multiple (PMLD). For moderate and severe learning difficulties, children are likely to require support in all areas of the curriculum and may have associated difficulties with communication and mobility. In cases of PMLD, children will have severe and complex difficulties in addition to physical or sensory impairment. **(6.30)**

Specific learning difficulties (SpLD), for example dyslexia, dyscalculia and dyspraxia are included in this category. **(6.31)**

- Social, Emotional and Mental Health needs – these may manifest themselves in a number of different ways, including becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. There may be underlying mental health difficulties in many cases. Other disorders in this area may include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. **(6.32)**
- Sensory and/or physical needs – For these children a disability may prevent or hinder them from making use of the facilities generally provided. Children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and equipment to access their learning.**(6.34)** Some children with a physical disability (PI) also require additional support and equipment to enable them to access the same curriculum as their peers. **(6.35)**

The school also recognises that children may have other needs which may affect progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. This in itself does not constitute SEN)
- Attendance and punctuality
- English as an additional language (EAL)
- Being in receipt of the pupil premium grant
- Being a looked after child
- Being a child of service personnel
- Health and Welfare
- Behaviour – this may not necessarily describe a special educational need, but may be an underlying response to a need.

Ashbrook Infant and Nursery School has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying the 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 children of the same age’. (Code of Practice 2014)

The first response to such progress should be high quality teaching targeted at their areas for development. Where progress continues to be less than expected the Class Teacher, working with the SENCO, will assess whether the child has special educational needs. 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 identify their particular needs. (Code of Practice 2014)

A Graduated Response to SEN Support

We believe in early identification to inform us of any learning difficulty. In order to assist teachers in early identification of children with SEN we continuously assess and monitor children’s progress against the National Curriculum for children in Key Stage 1 (including the Phonics Screening Check for children in Year 1) and the Foundation Stage Profile for children in Reception. For children in Reception, a baseline assessment is carried out during their first six weeks in school. Monitoring tools are also used to support early identification of special educational needs within communication and language.

Our teachers will adapt work for all children according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all children access to the curriculum, whatever the needs of the children may be. Children who require further classroom support are given additional small group and sometimes individual interventions or early intervention programmes. If early intervention support does not assist children in making expected progress, some children may need “additional to or different from “(C of P 2014) learning experiences and these children under the Code of Practice, are known as needing “**SEN Support**”. Teachers are responsible and accountable for the progress and development of the children in their class, including where they receive additional support from teaching assistants or specialist staff.

The Headteacher and Senior Leadership Team regularly and rigorously monitor the quality of teaching for all children by undertaking work scrutiny, lesson observations, analysis of data and pupil progress reviews. Where necessary the SENCO will liaise with outside agencies, such as the School Nurse, Children’s Services, Specialist teachers for the Physically, Hearing or Visually Impaired, Behaviour Support, Educational Psychologists or SSEN Services, in order to maintain the appropriate provision for a child with additional educational needs.

The school has a Special Educational Needs register which identifies children with SEND, a provision map for Waves 1 – 3, which identifies the provision they receive and their outcomes. (See Appendix A)

Managing Children’s Needs on the Special Educational Needs Register

There is an overarching provision register, which details all children who are receiving SEND support at Waves 1 – 3 and the interventions being used. It is reviewed and updated continually by the SENCO, who reviews the progress of all children on the SEN register with the class teacher on a termly basis, using a range of evidence. Outcomes are shared regularly with Governors. Those children identified with additional special needs will receive support in one or more of the following ways.

- Individually adapted work or a modified work area to support a specific SEN need.
- A Learning Support Plan which will have individual and/or group targets. Targets are SMART – specific, measurable, achievable, realistic and time scaled. Once agreed, a copy of any individual plan is given to the parents. Once targets are set, the expectation is that the child will achieve the target by the time it is reviewed.
- A specific intervention programme, for example, Precision Teaching, Action Words, Additional phonics.
- 1:1 or small group teaching assistant support to meet the outcomes identified on an Individual Education Plan, a Learning Support Plan or an Education and Health Care Plan (formerly known as a Statement of Educational Needs). This may also include the support of the Educational Psychologist, Behaviour Support, Physically, Visually or Hearing Impaired teachers, a Speech and Language Therapist or SSEN staff.

There is a core expectation that the class 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 Derbyshire County Council’s Local Offer at <https://www.localoffer.derbyshire.gov.uk/home.aspx> and in our own SEN Information Report, available on our website <http://www.ashbrookinfantandnursery.co.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. We believe that parents and children are partners in this process. The SENCO, on advice of external services, is responsible for sourcing additional funding and support from the Local Authority as appropriate. If it is felt that it is appropriate to make a request for additional funding the school may make a request for inclusion funding or, with parents and external agency support, will commence the statutory assessment process to apply for an Educational and Health Care Plan (EHCP).

Criteria for Exiting SEN Support

When a child consistently meets the outcomes set out on their Learning Support Plan and is "keeping up" not "catching up" with age appropriate expectations they will then no longer receive early intervention strategies. Their progress will be closely monitored by the class teacher.

Supporting Children and Families

The Local Authority Local Offer can be found at <https://www.localoffer.derbyshire.gov.uk/home.aspx> The school's SEN Information Report can be found on our website at www.ashbrookinfantandnursery.co.uk within the 'Key Info- SEND' section. These reports also detail links with other agencies to support families and children. Our admission arrangements can also be found in the 'Key Info- Admissions' section of our school website.

To ensure children with SEND are able to access assessments the school follows the DfE guidelines and the responsibility for monitoring this belongs to 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 meetings as appropriate. The nature and number of the transition visits will vary according to the needs of the individual child. The school will use a number of strategies to ensure a smooth transition for children with SEN:

- Liaison by the SENCO/headteacher/teachers/teaching assistants with provider nurseries and Key Stage two settings prior to a child being admitted or leaving the school to give opportunity for professionals and staff to discuss and exchange information about a child's needs such as particular learning styles and programmes.
- Staff will attend review meetings for children with SEN prior to their entry to any new setting, including nurseries, pre-school settings, special schools, enhanced resource schools and key stage two schools.
- The headteacher/SENCO will arrange meetings and visits for parents and the child to schools and settings, prior to transfer
- When appropriate, children will help to make their own information book about their new school/setting prior to transfer. This could include eg. photographs and personal information as chosen by the child as a 'passport' to their new setting and a reminder of the changes to come.

Supporting Children at School with Medical Conditions

At Ashbrook Infant and Nursery School we recognise that children 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 children with medical conditions may also have special educational needs and may have a Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision, as set out in the requirements of the Code of Practice 2014.

The school has a policy in place to support children at school with medical conditions. The policy is written in line with the statutory guidance from the DfE on “Supporting Children at School with Medical Conditions” (April 2014)

Monitoring and Evaluation of SEND

The school conducts a full range of monitoring activities to ensure that each child continues to make age appropriate progress. Included in the monitoring plan are pupil progress meetings between the Headteacher/SENCO, Senior Leadership Team and the class teacher, work scrutiny, lesson observations and analysis of the achievement and progress of identified groups, including those children with SEND.

The Headteacher regularly reports on children’s progress to the Governing Body. The school has parent consultations in November and March, when the progress of each child is discussed. A formal report to parents is issued in July. Parents of children with SEND know that they can discuss their child at any point with the SENCO or their child’s class teacher. The school uses 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 with SEN and Disabilities. Most of these resources are determined by a national and 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. (Code of Practice 2014)

As part of our normal budget planning, we determine how to use our resources to support the progress of children with SEN. The Headteacher/SENCO and Governing Body have a clear picture of the resources that are available to 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. (Code of Practice 2014).

Additional funding has been allocated for the provision for children who are in Wave 2 - i.e. those children who require provision that is either additional to or different from general provision:

- Additional teaching assistant hours for implementing individual or group intervention programmes
- Additional funding for SEN support during the lunch break
- Purchase of additional support programmes
- Purchase of particular classroom resources
- Additional funding to provide SEN support for early interventions (Teaching Assistant)
- Staff training for particular Special Educational Needs such as Speech, Language and Communication difficulties and Autism.

The SENCO attends regular training, including the Local Authority’s SENCO network meetings, in order to keep up to date with local and national updates. In addition, we have staff trained specifically in the delivery of a range of interventions. All staff receive regular in-house and external training which will improve professional skills and understanding and so improve the quality of provision for children. Training

is planned in the School Improvement Plan each year. The staff have developed a wide range of skills, knowledge and experience. Training for all staff is planned as a rolling programme and specific and more specialised training is provided for individual members of staff to help them provide support for children with a particular need.

The SENCO also has links with local schools and outside agencies.

Roles and Responsibilities

Provision for children for Special Educational Needs and Disabilities is the responsibility of all staff at Ashbrook Infant and Nursery School. This includes the following roles:-

- SEN Co-ordinator (SENCO) responsible for the overall provision of SEN provision throughout school, including monitoring the participation and progress of children with SEND and meeting their medical needs. The SENCO is Mrs Helen Roebuck, the Headteacher.
- SEN Governor with a responsibility to liaise with the SENCO and monitor participation and progress of children with SEND. The named Governor with responsibility for SEN is Stevie Prowting.
- SEND Teaching Assistants – all our Teaching Assistants are trained in implementing a range of intervention programmes. This aspect of their work is overseen by their class teacher in consultation with the SENCO.
- The Designated Safeguarding Lead is Helen Roebuck and the Deputy DSLs are Nicky Quinn and Helen Jackson. However, all school staff have a responsibility to report any concerns in their absence.
- Designated Teacher for Looked After Children/Children in Care is Helen Roebuck.
- Lead Teacher for Pupil Premium Children is Helen Roebuck.

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.

Accessibility

The DDA (Disability Discrimination Act) as amended by the SEN and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. The school follows the Public Sector Equality Duty and details of how it adheres to this can be found on our website.

The school identifies barriers to learning through our on-going monitoring and evaluation procedures. We remove these barriers by ensuring:

- All teachers have high expectations for children' 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 of support.
- Carefully planned provision is in place to meet the needs of the individual.
- Rigorous monitoring of the impact of provision.
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

We work with outside agencies where necessary to resource any extra provision needed for individual children. All children will be involved in extracurricular activities. At Ashbrook Infant and Nursery School we are committed to being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run after school clubs with external providers and they are fully informed 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 child's class teacher and SENCO.

The Governing Body is committed to having a high level of support from Teaching Assistants to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is on one level , and as such is fully accessible for wheel chairs. There are disabled changing and toilet facilities and a disabled parking permits are available.

The school has an open door policy and parents and carers are welcome at any time to discuss any concerns. Parents are able to contact us through ClassDojo and by telephone at any time. Meetings may be held virtually should the need arise.

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 or Headteacher as soon as possible. Written information about a formal complaints procedure is available from the school. Alternatively, our complaints procedure can be accessed via the school website at www.ashbrookinfantandnursery.co.uk

Bullying

The school is highly inclusive and operates a zero tolerance policy for bullying of any sort. The friendship and anti-bullying policy for our school can be found on our website.

Reviewing the Policy

This policy is reviewed annually by the Governing Body.

APPENDIX A

Provision and / or action that is additional to or is different from that available to all children

Wave 1 and Wave 2 provision

As a graduated response, children will usually receive support and intervention at **Wave 1** (previously known as School Action) if despite receiving adapted teaching they:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- have sensory/physical problems and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

This provision will be recorded as part of the class teacher's monitoring of all children receiving intervention and will be reviewed regularly. It may also involve consultation and advice from external agencies. Intervention plans will provide:

- short term learning targets
- the teaching strategies to be used
- the provision to be put in place

Plans are reviewed regularly. Children and parents take part in the review process as appropriate and, should further intervention with outside agencies be required, parents are invited to participate in the target setting for a new plan. Sometimes plans will be for a group. Wave 1 children will have support from a teaching assistant either individually or as part of a group. It may take the form of withdrawal times, a daily programme, support during normal class activities, supporting home/school work.

Children may have alternative or adapted learning materials.

If, despite significant support and intervention at Wave 1, the school has evidence that a child is making insufficient progress we may seek further advice and support from outside professionals and move a pupil to **Wave 2** (previously known as School Action+)

Wave 2 is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents. External support services advise on new targets and provide specialist inputs to the support process. External support services often require access to pupil records. They may provide further assessments or testing and possibly work directly with a child to assess further. Parental consent will always be sought for specialist intervention and their access to pupil progress records. The actions on the plan will be implemented by the class teacher, by teaching assistants and the school may request direct intervention/support from a specialist/ teacher.

Wave 3 provision

Request for a Statutory Assessment

The school will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention within Wave 2 the child remains a significant cause for concern. The school will have the following information available:

- The actions implemented at Wave 1 and at Wave 2
- The child's Learning Support Plans
- Records and outcomes of regular reviews
- Information on the child's health and relevant medical history

- Achievement levels in the Foundation or Key Stage One curriculum
- English and Maths attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible the views of the child
- Social Services/Education Welfare Service reports
- Any other involvement by professionals

An Education Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the local authority considers the child requires provision beyond what the school can offer. However the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of the learning objectives for the child, which will be used to develop targets that are:

- Matched to the long- term objectives set in the plan
- Of a shorter term than at previous stages
- Established through parental consultation
- Delivered by the class teacher with appropriate additional support in the classroom where specified.

Reviews of Education Health Care Plans

EHCPs must be reviewed annually. The headteacher will organise the review meeting and invite:

- Parents / Carers
- The class teacher
- The SENCO
- A representative of the LA special needs section such as the Inclusion Officer
- Any other person that the local authority considers appropriate
- Any other person that the headteacher considers appropriate

The purpose of the review is to:

- Assess the child's progress in relation to the targets.
- Review the provision in the context of the statutory curriculum and levels of attainment in basic literacy, mathematics and life skills.
- Consider the appropriateness of the existing plan in relation to the child's progress during the year and decide whether to cease, continue or amend it.
- Set new targets for the coming year.

Within the specified time limit set out in the code, the headteacher will write the report of the annual review and send it along with supporting documentation, to the local authority.