



Special Educational Needs and Disabilities Policy

Statutory Policy

Amended: Spring 2021

Adopted by the Governing body: Spring 2021

To be reviewed: Spring 2022

Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.





West Hove Infant School Policy for Special Educational Needs and/or Disabilities

If you are concerned your child may have a Special Educational Need or a Disability we encourage you to raise this with your child's teacher in the first instance then processes will be followed as detailed in this Policy.

Compliance:

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

- Equality Act 2010: Advice for schools DfE (Feb 2014)
- Schools SEN Information Report Regulations (2014)

See the West Hove Infants website for the SEN Local Offer and SEN Information Report.

Definition of Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEN Code of Practice July 2014).

Special educational provision means:

'Educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools' (SEN Code of Practice July 2014).

Our Statement of Inclusion and Disability Equality

At West Hove Infants we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We ensure everything we do aims to remove all barriers that prevent anyone from being fully involved and from reaching their full potential within all of the educational and social opportunities provided in our school. We believe that quality first teaching is the key to supporting all children and we are aware that every teacher is a teacher of every child including those with SEN. We do this in collaboration with the child and their family, drawing upon the support of other partners within Brighton and Hove Inclusion Support Services (BHISS).

- We are committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible.
- We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At West Hove Infants we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- We recognise that children at some time in their life may have an additional need
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural
- We believe the views of the child should be taken into account
- We intend, through a team approach of careful assessment, monitoring and target setting, to provide a broadly balanced curriculum, including the National Curriculum, which is appropriate, challenging and fun
- We view parents as partners in their child's progress and development, with a vital role in supporting their child's education. Crucial is the idea that it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.
- We believe children with individual special needs should remain integrated within the school wherever possible. SEND provision should be given within class where possible, however children are sometimes withdrawn for individual or small group support.
- We strive to allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary.
- We promote a sense of community and belonging, and endeavour to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways that take account of their varied life experiences and needs.

We pay attention to the provision for and the achievement of different groups of learners, including:

- Girls and boys
- Disadvantaged pupils
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs (SEN)
- Learners who are disabled
- Children who are looked after by the local authority (Also known as Children in Care or Looked After Children)
- Children who were previously in care

- Others such as those who are sick; young carers; in families who are under stress; children who have a parent in prison
- Any learners who are at risk of disaffection and/or exclusion.

Aim

All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of life. Support and resources are allocated from a holistic viewpoint to improve outcomes for all. We believe that all children should be equally valued and we are committed to inclusion. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We strive to provide a broad, rich curriculum with high quality teaching and a caring ethos that will nurture and develop highly motivated, creative and flexible learners. Children will have high aspirations for themselves and others, be responsible and confident. Children will be physically and emotionally healthy and seek to understand and support the needs of others in order to make a positive contribution to their community and society.

Identifying Special Educational Needs

The SEN Code of Practice (2014) suggests that pupils are **only** identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalized teaching. Our teachers use their own assessments and observations to produce differentiated planning in the first instance. Quality first teaching enables teachers to both identify and support children with special educational needs through thorough assessment and differentiation of tasks and support.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. Teacher assessments take place on a termly basis. The school's system is based on Assessment for Learning and quality first teaching and includes reference to information provided by:

- Foundation Stage Profile assessments
- Progress measured against the learning objectives for children
- In school screening tools.
- Observations of behavioural, social and emotional development
- Assessment by a specialist service, such as our Educational Psychologist or Speech and Language Therapist
- An existing Education Health and Care Plan
- Entry and exit assessments linked to interventions.

Assessments help us to identify what action the school needs to take under the categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory/Physical (including Medical) difficulties. Children may show need in more than one area so we look at the child as a whole and strive to implement support wherever it is needed.

Our assessments may highlight needs other than those which are classified as a Special Educational Need. Through our knowledge of the children we may identify needs in other areas which will impact upon progress and attainment for example:

- Disability
- Attendance and punctuality concerns
- Health and welfare concerns
- Having English as an Additional Language
- Being in receipt of pupil premium funding (Disadvantaged pupils)
- Being a Looked After Child (Also known as Child in Care)
- Being a child of a member of the Armed Forces
- Being a child of a parent in prison.

Although concerns regarding behaviour do not qualify as an SEND in their own right, we recognise that it may be a symptom of an underlying need. At West Hove Infants, we think about children as a whole and consider their needs in all areas including those which qualify as an SEND.

Support for children with Medical Needs

When the school are notified of a specific long term medical need, then the school will ensure that a Health Care Plan or a Protocol for Administering Medication will be created and will include involvement from the parents and relevant health professionals to ensure that the school have met the requirements of dietary needs, what constitutes an emergency, who to contact in an emergency, procedures to be followed, off site visits and information sharing. Further information can be found by referring to the following policies:

- Administration of Medicines
- Intimate Care
- Supporting Children with Medical Needs

A graduated approach to SEN Support

Our school maintains quality first teaching in all classes which enables us to create an inclusive environment. Class teachers are responsible for all children in their class. When a child has been identified as having SEN, the teacher, with support from the SENCO, will plan appropriate measures to support the child alongside the teacher, parents and child. Teachers remain accountable for the progress of **all** children in their class and, once SEN support is in place, they will continue to assess and monitor the progress of all children.

At West Hove Infants, we use differentiation as part of our quality first teaching to support all children including those with a SEN. Although additional support can be accessed both in school and externally, this does not compensate for good quality teaching in the classroom and all measures will be put in place to support a child in class before they are identified as needing additional support.

The school uses the computerised system called Target Tracker, to track pupil progress in reading, writing and mathematics. It is updated termly and used as a basis for Pupil Progress Meetings. Class teachers and year group leaders analyse attainment and highlight children according to progress made. They then hold

progress meetings within year groups to discuss levels, celebrate success and identify any areas that need addressing in future planning.

The Heads of School monitor attainment for groups of pupils from this data to ensure all pupils are progressing. The groups that are monitored are: free school meals, English as an additional language, gifted and talented, SEND and children in care. In addition, subject leaders analyse data to monitor if the performance of boys and girls varies significantly.

Specialist Provision

For higher levels of need where provision within school is not sufficient to support a child, there is specialist provision which can be accessed:

Outreach support from Special Schools

We work closely with special schools, such as Hillpark, who visit and advise us on supporting children with complex additional needs.

Speech Therapist:

A speech and language audit is carried out termly by the SENCO, speech and language therapist and specialist language teacher from BHISS (see below). Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.

School Nurse:

A pupil may be referred to the School Nurse when there are ongoing health needs.

Brighton and Hove Inclusion Support Service (BHISS)

When children have more significant needs, the school is able to seek additional advice or support from BHISS. This this service provides experienced professionals in the following areas:

Autism:

The school receives support from a Specialist Teacher of ASC who meets with the SENCO to agree on ways to direct her time to support children with a diagnosis. This can include working with teachers and support staff to advise on provision and planning.

If a child receives a diagnosis of Autism, a post diagnosis meeting will be offered in school, attended by the parents, SENCO, teacher and a Specialist Teacher of ASC from BHISS. The aim of this meeting is to plan next steps of support for the child following their diagnosis.

Educational Psychology:

The school meets termly with an Educational Psychologist from BHISS who provides additional support in understanding and planning provision for children with more complex needs. If a child displays significant need and does not appear to be responding to additional support in school over time, he or she may be referred for further assessment. Pupils are prioritised for assessment and review based on need and the amount of time allocated by the service.

The service also contributes to the statutory assessment process as well as providing training for school staff across the city.

Language:

A Specialist Language Teacher works with the school to provide support to staff in meeting the needs of individual and groups of pupils who present with language difficulties. The teacher also attends termly planning meetings with the SENCo and Speech Therapist.

Sensory Needs - Hearing Impairment and Visual Impairment:

Advisory Teachers visit our Hearing or Visually Impaired children at least once a half term. They provide support to staff in meeting the needs of these pupils and may also liaise directly with families.

Social Emotional and Mental Health:

BHISS provides specialists who work with school staff to support in meeting the needs of children who have significant behaviour difficulties.

Assess – Plan – Do – Review

At West Hove Infants, we use the **ASSESS-PLAN-DO-REVIEW** cycle to inform our decisions about when a child is placed on the SEN register and what level of support they should receive.

Assess - The schools' system is based on Assessment for Learning and quality first teaching.

Plan – Teachers plan differentiated work which follows the national curriculum and shows progression of learning.

Do – Quality first teaching means formative assessment as part of daily teaching and part of the DO process is to assess children whilst learning to ensure that differentiation of work is appropriate.

Review - A child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the SEN *Code of Practice*, that is, progress which:

- Narrows the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Matches or improves the child's previous rate of progress

- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

SEND Action Plans are created termly by teachers, with support from the SENCO, setting targets to be achieved by the child by the end of the term and strategies to support the child in meeting these targets. All SEND Action Plans and reviews will be shared with parents as they are created.

Parents/carers consultation evenings provide opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

Roles and Responsibilities

SEND Governor

The school's designated governor for SEND is Carole Kite. She is responsible for:

- Maintaining an overview of SEND provision
- Reporting on the success of the SEND policy and any changes to the policy to all governors
- Ensuring monitoring of the implementation of the SEND policy and outcomes of termly reviews
- Ensuring that the SEND policy is an integral part of the school development plan
- Supporting the school in all other aspects of Inclusion
- Termly liaison with SENCO

Executive Head Teacher and Heads of School

The Executive Head Teacher is Wendy Harkness

The Heads of School are Louise Smith for Connaught Road and Ben Massey for School Road

The Executive Head Teacher and Heads of School have overall responsibility for putting into place effective arrangements to ensure that pupils' special and/or additional needs are met. The Executive Head Teacher and Heads of School also work with staff and governors to ensure that the SEND policy is up to date and being implemented consistently in school.

On an operational level, most of these responsibilities are designated to the SENCO.

Special Educational Needs Co-ordinator (SENCO)

The school's SENCO is Ben Patterson.

The SENCo is responsible for:

- Day to day operation of the schools' SEND policy
- Liaising with the head teacher and school leadership team on a regular basis
- Liaising with and advising teachers
- Coordinating provision for pupils with SEND, ensuring that appropriate SEND Action Plans and EHCPs are in place
- Maintaining and managing the schools' records for all pupils with SEND, including the Whole School SEND Overview and Class SEND Registers.
- Arranging and chairing annual reviews for children with EHCPs
- Liaising with and advising parents of children with SEN in collaboration with teachers
- Contributing to the in-service training of staff and identifying external training options
- Providing information for reports to governors
- Supporting transfer of pupils from preschool, into junior school and between year groups
- Liaising with external agencies
- Monitoring and data analysis regarding the achievement of SEN pupils

Individual Need Assistants

Individual Need Assistants are managed day to day by teachers with oversight from the SENCO. Individual Need Assistants support children with a range of needs within school. Their responsibilities for supporting children with additional needs are:

- Knowing and understanding the outcomes and provision set out in the child's EHCP
- Familiarising themselves with the SEND Action Plan targets for the child/ren they are supporting
- Delivering support in class that addresses differentiated intervention planning and SEND Action Plan targets, as directed by the class teacher
- Having reference to their own copy of teachers plans each week
- Liaising with class teachers in order to deliver differentiated provision
- Helping to prepare any resources e.g. visual prompts to help support differentiation in order to include all learners, or as directed by class teachers
- Giving feedback to class teacher by annotating weekly plans with pupil progress and significant comments noted. Giving these to class teachers, once completed, for monitoring purposes
- Attend relevant training as required.

Class Teachers

Class teachers are responsible for 'quality first teaching' which will be accessible to all children including those who have additional needs. By quality first teaching we mean:

- Differentiating to meet the needs of all children in their class
- Targeting individual pupils for particular support
- Exploring every opportunity across the curriculum to reinforce basic skills in literacy and numeracy

- Careful monitoring of pupil progress
- Attend relevant training as required.
- Managing Teaching Assistants and Individual Need Assistants, including ensuring they are aware of the individual targets and agreed strategies of support for the children they are supporting.

The class teacher will be the member of staff who has the most contact with the pupils so they will take responsibility for thorough assessment and identification of any additional needs. The class teacher will liaise closely with parents and seek support from the SENCo when necessary.

Inclusion Key Workers

Inclusion Key Workers offer support to children with additional emotional or social needs which are barriers to them making progress in school. These may include bereavement, attachment difficulties, autism, social understanding or trauma. If a class teacher feels that a child would benefit from additional support from our Inclusion Key Workers, a referral will be made by the teacher. Parents will be informed if intervention is agreed. If parents have concerns regarding their child's emotional well-being, they should contact the class teacher in the first instance. Inclusion Key Workers will usually work with a child individually or in a group for a time limited period. Feedback from the sessions will be given to the class teacher who will share any reports (if appropriate) during parent consultations. Further information is available on request through the SENCO. Our Inclusion Team also support children who are adopted, under special guardianship, in care or previously in care. Parents of these children will be invited to additional events which are arranged each term.

Teaching Assistants

Teaching assistants will work with children in the class as directed by class teachers and aim for full inclusion of all children into the class. Teaching assistants will ensure that they are aware of any additional needs within the class.

Acronyms used in this Policy

SEND – Special Educational Need and/or Disability
 BHISS – Brighton and Hove Inclusion Support Services
 SALT – Speech and Language Therapist
 ASC – Autistic Spectrum Condition
 SENCO – Special Educational Needs Co-ordinator
 EP – Educational Psychologist

This Policy is reviewed annually.