

*“ We Care.”*



# Hamstel Infant School and Nursery

## SEND Policy 2021 - 22

### Policy Document Detail

|                            |  |
|----------------------------|--|
| <b>Policy written</b>      | <b>Autumn 2021</b>                                     |
| <b>Person responsible</b>  | <b>Petra Verkooijen</b>                                |
| <b>Review due</b>          | <b>Autumn 2022</b>                                     |
| <b>Budget allocation</b>   | <b>Yes</b>   |
| <b>Details of training</b> | <b>Regular training for<br/>staff and at Induction</b> |

**Headteacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

At Hamstel Infant School and Nursery we believe Nurture is significant in our children's lives, therefore the whole school promotes the Nurture Principles:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for development of well-being
- Language is a vital means of communication
- It is understood that all behaviour is communication
- The importance of transition in children's lives is understood

## **Rights of the Child**

Where appropriate all Hamstel Infant School and Nursery policies adhere to the articles of The United Nations Convention on the Rights of the Child. (UNCRC).

The Special Needs Policy recognises;

- **Article 2:** The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
- **Article 3:** The best interests of the child must be a top priority in all actions concerning children.
- **Article 7:** Every child has the right to a legally registered name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.
- **Article 8:** Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.
- **Article 12:** Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- **Article 13:** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.
- **Article 14 :** Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.
- **Article 15:** Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 18:** Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.
- **Article 23:** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

- **Article 30:** Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

## **SEND Policy Introduction**

This policy refers to children with Special Educational Needs (SEN) and Disabilities (D), SEND, and includes why and how we at Hamstel Infant School and Nursery work with them. The guiding principle informing this policy is ensuring that children with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society. We celebrate achievements, talents, cultural diversity etc., irrespective of individual differences within the protected categories of the **Equality Act of 2010**. The school has regard to all the requirements of the **Special educational needs and disability code of practice: 0 to 25 years (2015)** The SEND Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs and disabilities. The approach is a model of action and intervention to help children who have SEND make, at the very least, satisfactory progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be.

### **Definitions of Special Educational Needs (SEND) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or
- has 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 mainstream schools or mainstream post-16 institutions.

For children aged two or over, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Where this reads for mainstream schools we include ourselves as an academy.

The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or Disabilities and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan (EHCP) and those who do not have a plan, but still experience some form of Special Educational Need and/or Disability. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can find information on the Local Offer for Southend at: [www.livewellsouthend.com](http://www.livewellsouthend.com)

Pupils with SEND admitted to Hamstel Infant School and Nursery may have difficulties with one or more of:

- Cognition and Learning
- Communication and Interaction
- Behaviour, Emotional and Social
- Sensory and/or Physical

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

## **Mission Statement**

## **We Care**

At Hamstel Infant School and Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, talents and cultural diversity etc., irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

## **Aims and Objectives**

We aim to provide every child with access to a broad and balanced education. This includes both the Early Years Development Matters document (DM) and the National Curriculum (NC) in line with the Special Educational Needs Code of Practice. For pupils with high needs SEND and who are working below the standards of the NC we look at the Engagement Model areas of engagement.

Staff members seek to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education and health care services and Early Years settings prior to the child's entry into school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of these pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the DM and NC. This will be coordinated by the SENCo, the Inclusion Team and the Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- Work with support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service (EPS), Speech and Language Therapy, etc
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, school visits and sports teams.

### **Responsibility for the co-ordination of SEND provision**

- The person responsible for overseeing the provision for children with SEND is Lisa Clark, Headteacher.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Petra Verkooijen, SENCo.

### **Arrangements for co-ordinating SEND provision**

The SENCo will hold details of all SEND records for individual pupils. All staff can access;

- Hamstel Infant School and Nursery SEND Policy
- A copy of the full SEND Register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their Individual Support Plans ISPs, EHC plans, etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Southend's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the schools' SEND provision.

### **Admission arrangements**

The admission arrangement for all pupils is in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Please refer to information contained in our school information booklet.

### **Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEND provision and training from SEND services where necessary.

## **Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements, please see the school accessibility plan and SEND information report for more details.

## **Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget. For those with the most complex needs, additional funding (High level needs HLN) is retained by the Local Authority. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo and senior leadership team to agree how the allocation of resources is used.

## **A graduated approach: Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by the staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through identification and observation, it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is referred to the Inclusion Team using an Inclusion Team Referral form and appropriate provision is discussed, implemented and monitored.
- Parents' evenings are used to monitor and assess the progress being made by children.

## **SEND Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this decision and will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, the barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required: the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not a child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC Plans can be found via the SEND Local Offer and or by contacting Information, Advice and Support Service. **Education, Health and Care Plans (EHC Plan)**

- Following statutory assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **Inclusion of pupils with SEND**

The Headteacher, Inclusion Manager and SENCo oversee the school's policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual support plan (ISP), which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of the academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is feedback to the staff and parents. This helps to identify whether provision is effective.

### **How Portico Academy Trust evaluates the success of the education which is provided for children with SEND**

- School Improvement Plan presented at Portico Academy Trust Meetings
- regular reports on the progress of children with SEND presented at Portico Academy Trust Meetings
- provision Mapping (audit of need and planning for support)
- SEND Policy reviewed on an annual basis

In addition Portico Academy Trust will monitor the work of the SENCo through:

- considering Headteacher reports that reflect the activities of the SENCo and any current issues
- considering reports from the SENCo
- having regular discussions between the Portico Academy Trustees and the SENCo
- inviting the SENCo to attend meetings at regular intervals to report in person

## **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo. Should a parent feel that the complaint has not been dealt with satisfactorily they have the right to refer the matter to the governing body.

## **In-service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the needs to train all our staff on SEND issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

## **Working in partnerships with parents**

Hamstel Infant School and Nursery believes that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Information, Advice and Support Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governors may be contacted at any time in relation to SEND matters.

### **Links with other schools**

The school works in partnership with other schools. This enables the schools to share advice, training and development activities and expertise.

### **Links with other agencies and voluntary organisations**

Hamstel Infant School and Nursery invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Speech and Language Service
- Specialist Outreach Services
- Health Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually.