

Crofton Hammond Infant School

Special Needs Policy

For further information or clarity on any aspect of this policy please contact:

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This policy is to be read in conjunction with the school's Teaching & Learning, Feedback and Behaviour Management policies and the SEND Code of Practice 2014

At Crofton Hammond Infant School we recognise that all our pupils are equal individuals and we are committed to developing an inclusive and supportive learning environment that removes barriers to learning – an environment in which all learners achieve their best. We are experienced in working with children with a range of needs and it is our intention to include children within all activities through planned support, as well as support given from relevant outside agencies/services. Crofton Hammond Infant School staff value the presence, participation and achievement of all pupils and will work with them, their parents/carers, and other professionals, to ensure they are successful and happy during their time at the school. The SENCO is responsible for supporting teachers to meet the needs of all pupils in their class chiefly through the provision of quality first teaching.

“A child has Special Educational Needs (SEN) 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 has a learning difficulty or disability if he or she; has a 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 the facilities of a kind generally provided for others of the same age in mainstream schools.”

Special Educational Needs and Disability Code of Practice 0-25 (2014)

Aims

We have high expectations for all children in terms of their participation, achievement and progress. We focus on progress and outcomes and not just support given. To this end our objectives are to:

- Identify and provide for children who may potentially have special educational needs and additional needs
- Work closely with parents and involve them in decision making about their child including any decision that their child needs SEN support
- Ensure that all children access Quality First Teaching within their class with their peers
- Focus on inclusive practice and removing barriers to learning ensuring children are able to engage in the activities of the school alongside children who do not have SEN

- Provide intervention which still allows access to a broad and balanced curriculum and inclusion within all activities
- Work in collaboration with other agencies including education, health and social care to provide the best possible outcomes for children
- Support children with transition, working with children's previous educational setting and their next setting
- Ensure that members of staff have the necessary skills to meet the needs of individual children through a carefully planned programme of training

Identifying Special Education Needs - a Graduated Approach to SEN Support

The school plans to meet a range of special educational needs under the broad categories of need outlined in the SEND code of practice 2014:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health difficulties
- ❖ Sensory and or physical needs

We recognise that children do not necessarily fit into one category and we work with parents and professionals to help build a picture of the whole child to plan our provision for their holistic needs. We believe it is crucial for any child with SEN that their needs are identified as early as possible, as this will ensure the best chance for success in meeting those needs and thus promoting effective learning for that child.

High quality teaching and learning which is differentiated for individual pupils is the first step in responding to pupils who may have or have special educational needs. The Senior Leadership Team regularly carry out observations to ensure that the quality of teaching is high and differentiated to meet the needs of all pupils in the class.

Whilst children are in school, if a teacher had concerns about an area of a child's development or learning they would first approach the child's parents and the Special Educational Needs Co-ordinator (SENCO) for an initial discussion about the child. At this stage the use of screening and assessment tools would also be considered, and together we would agree the way forward in terms of appropriate interventions and next steps for the child.

In identifying children with special educational needs we use a graduated approach to SEN support using a cycle of - **Assess - Plan - Do - Review**. In the first instance we would '**Assess**' the children's needs and from that assessment '**Plan**' the provision, intervention or support to be put into place. We would carry out or '**Do**' the support. Then following a defined period of time we would '**Review**' the impact of the support and this would include an updated '**Assessment**'.

This process would inform our next steps for the child; for example, it may mean no further support is needed at this time, planning and implementing another form of support. It may lead us to identifying the need for further assessment perhaps from outside agencies and/or the identification of a special need that would mean placement of the child on the special needs register at the level of SEN support. The decision about placing a child on the special needs register is informed by referring to the Hampshire SEN Support Guidance for early years providers, mainstream schools and colleges 2014 and only following a cycle of the Assess, plan, do, review cycle. At every step of the process parents are consulted and informed.

We closely monitor the social and emotional development and learning of all children, and teachers regularly assess children's attainment against National Curriculum expectations. Children who are a cause for concern would be discussed in pupil progress meetings with the senior leadership team

and the class teacher. We recognise that not all children who need extra help have special educational needs and that a number of factors can impact on children's progress and attainment.

Consultation with Outside Agencies

If school and parents consider that a child may have SEN that require further support from outside agencies the SENCO, with parents' permission, will take the lead in making a referral to the relevant agencies for further assessment and support.

We have access to a range of professionals and organisations - these include:

- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Specialist advisory teacher for physical development
- Specialist advisory teacher for the deaf
- Specialist advisory teacher for the visually impaired,
- Specialist advisory teacher ICT
- School nurse
- Diabetic nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour support team
- Footprints Outreach Service
- Healthfield Outreach

Managing pupils needs on the SEN register

When a child is placed on the special educational needs register their teacher will write a Personal Plan with targets to meet their key areas of need. These targets are shared with the child and parents/carers. Targets should always be *Specific, Measurable, Achievable, Realistic and Time bound* (SMART) and these are reviewed by the SENCO to ensure this. Personal Plans are reviewed regularly within the classroom and adapted as children meet their targets informally and they are also reviewed formally on a termly basis where the process of Assess, Plan, Do, Review is applied again.

This process also feeds into pupil progress meetings. Teachers bring Personal Plans and current provision maps detailing all the interventions for their year group along to the meeting.

Supporting children and families

At school we operate an open door policy and encourage parents to speak with us about any concerns they have regarding their child. We also employ a Family Liaison Officer, Lisa Noice, who supports our families in a number of ways such as developing good routines, family rules and positive parenting.

Further information about provision for special educational needs in school can be found in our information report available from the school office and also on the school website:

<http://www.croftonhammond-inf.hants.sch.uk/sen/>

Links to the Hampshire Local Offer are available from:http://www.hantslocaloffer.info/en/Main_Page

Our admission arrangements can also be found on our school website and are available from the school office.

Supporting children with Medical Conditions

The school recognises that children in school with medical conditions should be properly supported so that they have full access to education including 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. Our policy on meeting the needs of children with medical conditions is available from the school office.

Pupils with Disabilities

Not every child with Special Educational Needs has a disability. Not every child with a disability will have Special Educational Needs. At Crofton Hammond Infant School we ensure that disabled pupils are not discriminated against and we seek to provide equality of opportunity for all pupils. For further information please see our policy on equal opportunities, a copy of which can be obtained from the school office.

Monitoring and Evaluation of SEND

We regularly review our practice in school and from this we create action plans to further improve our SEN provision. The SENCO observes children in the classroom and reviews the Personal Plan's targets for children. In addition to this SEN pupils progress is reviewed at termly pupil progress meetings and half termly team meetings.

The SENCO prepares a report and meets with the SEN Governor termly to discuss the provision for children with SEN and review the attainment of children. We also use benchmarking tools such as comparisons with other schools, progress and attainment data and other documents to measure the attainment of children with special educational needs against that of children locally and nationally.

Training and Resources

Our programme of training is responsive to the training needs of the staff based on meeting the needs of all children who attend or are due to start attending our school.

We use staff meetings, in-service training days and external providers as appropriate to meet the training needs of staff. We also run a comprehensive training programme for our support staff throughout the year led by the SENCO and again we use other external providers as required.

Recent training has covered a range of topics including: working with children with SOTOS Syndrome and Pathological Demand Avoidance, meeting the needs of children with autistic spectrum conditions and selective mutism, delivering interventions in literacy and maths, emotional and social development, Speech and Language, and new initiatives in learning, such as Identiplay.

The SENCO also attends a half termly supervision group along with county training and update meetings. Key messages from this training are shared with all staff.

The SENCO also provides induction for new members of staff to ensure they are aware of the schools policy and procedures and identify training needs.

Roles and Responsibilities

The SENCO plays a crucial role in the school's SEN provision. Responsibilities include:

- Working with the Headteacher and Governing Body to determine the strategic development of the policy
- Overseeing the day-to-day operation of the SEN policy
- Monitoring the provision for children with SEN through observations
- Co-ordinating the provision and resources for pupils with SEN
- Carrying out relevant tests and assessments
- Liaising with and giving advice to teachers
- Managing Teaching Assistants

- Being an expert on SEN practice
- Contributing to INSET and leading staff meetings
- Devising and delivering a program of support staff training
- Overseeing Personal Plans and SEN Profiles
- Liaising with parents
- Liaising with external agencies, LEA support services, Health and Social Services
- Liaison with the SENCOs in sending and receiving settings to help provide a smooth transition from one setting to another

The SEN Governor

The Governing Body's responsibilities to children with SEN include:

- Ensuring that provision of a high standard is made for children with SEN
- Ensuring that SEN children are fully involved in school activities
- Having regard to the Code of Practice 2014 when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEN policy

Headteacher

The Headteacher is responsible for:

- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education
- Day-to-day management of all aspects of the school including SEN

Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being the teacher of all children in their class including those with special educational needs and being responsible for the progress that they make
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Being involved in the process of Assess, plan, do, review in planning to meet pupils needs in the classroom
- Collecting information on the pupil
- Collaborating with the SENCO to decide the provision required for the child
- Writing and reviewing Personal Plans for SEN pupils and ensuring that children know their targets and work towards them in the classroom
- Working with SEN pupils on a daily basis
- Developing constructive relationships with parents
- Informing parents about the SEN provision made for their child
- Being involved in the development of the school's SEN Policy

Teaching Assistants

Our highly trained and experienced Teaching Assistants work in all classes and support all children. Their work is monitored daily by the Class Teacher and also by the SENCO through the school's Performance Management procedures. Teaching Assistants are expected to:

- Build relationships with children
- Have high expectations of children's learning and behaviour
- Work with individuals or groups of children to promote learning
- Under the guidance of the teacher take responsibility for teaching the planned learning objective from the Personal Plan
- Support specific teaching methods and interventions as recommended on the Personal Plan
- Observe children in order to support their learning needs effectively

- Feed back regularly to the Class teacher, verbally or in written notes/records
- Liaise with Outside Agencies, eg. Speech Therapist, Educational Psychologist
- Attend school INSET/TA training and other training as appropriate

Storing and Managing information

Year groups with the support of the SENCO will agree the provision maps of pupils that is additional to and different from the main curriculum. Interventions will be evaluated to track effectiveness of provision. For further details of how we share and store information please see the Data Protection Policy for further details available from the school office.

Reviewing the Policy

In the light of the current climate of change in SEN this policy is currently reviewed annually.

Accessibility

- The school building is wheelchair accessible via a ramp at the front entrance.
- There is an adult disabled toilet and adapted taps in the children's toilets.
- We have changing facilities in one of the children's toilets.
- The school car park has one disabled parking bay.
- In each classroom we have interactive whiteboards to support visual learning.

In the event of our facilities not meeting the requirements of a child we would work with the local authority to make necessary adaptations wherever possible. A copy of our single equality scheme policy is available from the school office.

Dealing with Complaints

The first point of contact for a parent wishing to discuss any concerns regarding their child is the child's class teacher. We encourage an open door policy and our staff welcome and say goodbye to children at the class door each day, and often parents will mention any concerns at this time. Parents are also welcome to make an appointment to speak with their child's teacher when more time is needed.

If a parent wishes to speak with someone else regarding their child the SENCO is very happy to speak with them about any concerns they may have, as is the Headteacher Jacky Halton. These appointments can be made via the school office.

If parents wish to take a matter further following discussion with the school the chair of governors contact details are available through the school office.

Parent Partnership also provide a service advising and supporting parents (see section 11 for further details).

Alternatively parents can contact the Hampshire SEN Department (details available on the Hampshire website).

A copy of the schools complaints policy is available from the school office.

Bullying

Our inclusive caring ethos in school and direct teaching about tolerance, working together and community through our PDL and RSHE curriculums along with our school values taught in assemblies and referred to by all members of staff helps to ensure that behaviour in our school is good and that children develop good relationships with each other. If there was ever a risk of unkind or bullying behaviour the school would act quickly to ensure appropriate steps were taken to mitigate the risk. The school's bullying policy is available from the school office on request.

Policy Date: October 2020

Signed
Chair of Governors

Review Date: October 2023

Appendix 1

Crofton Hammond Nurture Group - 'The Rainbow Room'

The Rainbow Group is our Nurture group set up in October 2010 to meet the needs of children who are having difficulties accessing the learning in the classroom for a wide range of reasons. These reasons could include friendship difficulties, anxiety, they may sometimes become upset or be quiet and withdrawn or they may be experiencing difficult circumstances which are affecting their emotional wellbeing.

Children will be referred for consideration to join the Rainbow group for a period of time by their class teacher and with consultation with the SENCO, the Headteacher, the Rainbow group team and their parents. Children remain fully a member of their class and simply attend Rainbow group for three sessions a week. Before a child's entry, and each term, children will have the Boxhall profile completed to identify specific areas to work on and to measure the impact that Nurture is having on the child's well-being and engagement in the classroom.

What does the group provide?

- A designated space for small group work with 5-8 children for three sessions a week
- Two members of staff to run the group under the guidance of the SENCO and the Headteacher
- Supported teaching activities, suited to individual needs
- Structured routines and play opportunities which promote sharing, concentration, listening skills and positive relationships
- Opportunities to develop self-esteem and build confidence
- Close links with the child's class and strong links with the curriculum
- Individual targets for children to work on in the nurture group and to carried through to the classroom

We hope the Rainbow Group will make a difference to these children by

- Increasing confidence and self-esteem
- Improving friendships
- Making school more enjoyable
- Improving concentration and listening skills
- Providing problem solving opportunities
- Improving language, literacy and maths skills

How do we involve parents?

- Parents are involved in the discussion about their child joining the Rainbow group
- Parents will be kept up to date with their child's progress through regular meetings with class teachers and/or the SENCO
- Parents are encouraged to share their child's target and celebrate success on work towards this with school
- Parents will be invited to visit a session and will be invited to special events such as a making Christmas decorations