

# Biddick Hall Infant and Nursery School



## SEND Policy

**Policy written by: Mrs L Burdon**

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**Signed by Chair of Governors: B Foster**  
**Signed by Head teacher: A Willis**



# Biddick Hall Infant and Nursery School SEND Policy

## Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our school aims to:

- Promote an inclusive ethos throughout the school;
- Develop all children to their full potential and to value them equally; irrespective of ability, disability, gender or background and to give everyone access to the whole curriculum;
- Identify children, as early as possible, in order to support their physical, social, emotional or academic development;
- Make sure there is a consistent, whole school approach to the identification and provision for pupils with special needs throughout the school;
- Involve parents in a partnership of support;
- Monitor and evaluate the child's progress, providing appropriate information and records as part of this process;
- To take into account the views of pupils with SEND;
- To comply with the 2014 Code of Practice.

## Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report;

South Tyneside Local Authority SEND strategy and ranges document.

## Definition of SEND

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

*A significantly greater difficulty in learning than the majority of others of the same age, or  
A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

Special educational 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.



## **Roles and responsibilities**

### **The SENCO (Laura Burdon)**

The SENCO will:

Work with the Head-teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school;

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP plans;

Work closely with the Family support worker to co-ordinate referrals, meetings, professionals and support parents of children with SEN;

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;

Advise on the graduated approach to providing SEN support;

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;

Be the point of contact for external agencies, especially the local authority and its support services;

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;

Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

Ensure the school keeps the records of all pupils with SEN up to date .

### **The SEN Governor (Beth Foster)**

The SEN Governor will:

Help to raise awareness of SEN issues at governing board meetings;

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;

Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **The Head Teacher (Andrea Willis)**

The Head Teacher will:

Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school;

Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class;

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;

Ensuring they follow this SEN policy.

## **Inclusion**

Through appropriate curricular provision, we respect the fact that children: have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

## **SEN areas of need**

The code of practice refers to four broad areas of need:

Communication and interaction (autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)

Cognition and learning (specific learning difficulties e.g. dyslexia, dyspraxia and also moderate learning difficulties and global development delay)

Social, emotional and mental health difficulties (ADHD, attachment disorders, emotional difficulties)

Sensory and/or physical needs (visual impairments, hearing impairments)

## **Identifying pupils with SEN and assessing their needs**

The Code of Practice states a Graduated Approach to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be called upon to advise and support on the difficulties that a child may experience. In order to support our judgements, Biddick Hall Infant and Nursery School makes use of the Local Authority 'SEN Guidance 2018, Funding Ranges' document, which allows us to consider and allocate provision appropriately, using a language common to professionals across the authority. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

## **Classification and categorization of SEN**

This can be categorized by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;

- Parents sometimes ask us to look more closely at their child's learning.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. Individual actions plans are shared and signed three times per year and these meetings coincide with termly parents meetings where possible.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the views of the parent and child;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- The child's previous progress and attainment and behavior;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The child's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed termly and action plan reviews timed to coincide with parents meetings where possible.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Our approach to teaching pupils with SEN - Graduated Approach**

**Quality First Teaching:** Every teacher is a teacher of SEN. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations they are monitored and supported within class. If they fall significantly behind age related expectations, they are added to the SEN list under the category of 'SEN Support'. If the need is other than academic, the child is referred to the SENCO for further assessment.

**SEN Support:** A child receives additional support in class and/or in intervention groups. An Action Plan is written in partnership with both child and parent/s highlighting the strategies to be used to support this child. Copies of the Action Plans are kept in the SENCO's files and in the classroom's SEN file. The child's progress is tightly monitored by class teacher and SENCO with a view to closing the gap to age related expectations. For non-academic needs, children are similarly monitored to ensure any intervention is effective.

**Outside agency involvement:** All provision from SEN support remains in place, but outside agencies are involved in supporting the child within school. Their recommendations are implemented and assessed.

**Education, Health and Care Plan (EHCP):** Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of School Support and/or School Support Plus.

### **SEN provision**

SEN support can take many forms. This could include:

- extra help from a teacher or support assistant;
- resources and equipment provided;
- working with a child in a small group;
- observing a child in class or at unstructured times;
- helping a child take part in class activities;
- making sure a child has understood things by encouraging them to ask questions and try something they find difficult;
- supporting other children to work with the child, or play with them at unstructured times;
- supporting a child with physical or personal care difficulties, such as eating, moving around safely, toileting or dressing;
- evidence based interventions;
- 1:1 work with teacher, support assistant or other professionals.

### **Working with other agencies**

Where pupils have a higher level of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Health visitors
- School Nurse/Paediatric health team
- Portage and pre-school team
- Educational Psychology Service (EP)
- Speech and language therapy service
- Lifecycle – services for young people (SYP)



- Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- Behaviour support team
- Autism Outreach team
- Physical/Sensory support team
- Educational Welfare team

### **Training and Development**

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and where appropriate, outside agencies are used to deliver the training. The SENCO attends network and local authority meetings to share good practice with colleagues and keep up to date with SEND developments.

### **Evaluating the effectiveness of SEN provision**

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed and next steps identified. Intervention baseline and exit data is recorded, analysed and used to discuss the effectiveness of the intervention. Regular book scrutinies carried out by SLT include focus on SEN children. Action plans are evaluated and reviewed termly. We hold annual reviews for pupils with statements of SEN or EHC plans.

The SENCO maps provision for each class using the local authority provision map to cost provision and where necessary apply for top up funding.

### **Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits, 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.

If a pupil has a medical need, a Care Plan is compiled by the School Nurse in consultation with parents/carers. This is displayed in the classroom and in practical areas throughout the school, so it is available to all adults who may work with the child.

### **Storing and managing information**

Pupil records and SEN information may be shared with staff closely working with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupils SEN files are kept centrally in the head teachers office and relevant information on individual pupils are kept in class teachers SEN files. Individual SEN files are transferred to receiving schools when a pupil leaves Biddick Hall Infant and Nursery School.

### **Transition arrangements**

Transition into school and to the next key phase is carefully planned where possible. We will share key information about SEN provision with the setting the pupil is moving to.

### **Complaints**

We urge parents/ carers with any concerns regarding the SEN policy or the provision made for their child to speak to use as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If the complaint is unresolved, the complaint will follow the schools complaint procedure.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.