

Biddick Hall Infant and Nursery School



SEND Policy & Information Report

Data policy approved by Governing body: November 2021

Date due for review: September 2022

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



Biddick Hall Infant and Nursery School SEND Policy and Information Report

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 co-ordinators (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;

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.

SEN Information Report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs including

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, processing difficulties, epilepsy)

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;
- Widens the attainment gap
- 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.

Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision.

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.

We will formally notify parents when it is decided that a pupil will receive SEN support and an Individual SEN support plan will be discussed and agreed with parents.

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 support 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.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the setting the pupil is moving to. We will agree with parents which information will be shared as part of this.

We will support pupils for transition into the Junior school with visits to our school from their new teachers as well as induction sessions at their new school.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All teachers are teachers of SEN.

Summary of Provision made by Biddick Hall Infant and Nursery School.

1. All children and young people	• Trained SENCO who is a member of the SLT. • SEN Policy, with provision and practice in place. • Accessibility Plan in line with Equality Act 2010. • Information on Inclusion and SEN provided to <u>all</u> parents/carers. • SEN Governor. • SEN Improvement Plan. • Inclusive ethos and curriculum. • Quality First Teaching • Range of teaching strategies and learning opportunities. • Range of ICT equipment. • Attainment and tracking process including pupil progress reviews.
2. Children and young people with additional needs (SEN.)	As above, plus: • assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. • staff collaboration with specialists within the school and with outside agencies. • environmental adaptations; • 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.
3. Statutory provision as specified in a Statement of SEN or an Education	As above, plus: • Individualised programmes in areas of the curriculum where needed; • Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan; • Arranging the annual review of a Statement of SEN or EHC Plan and

Health and Care Plan (EHCP.)	submitting recommendations to the LA.
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Adaptions to the curriculum and learning environment

We make the following adaptions to ensure all pupils needs are met:

- 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.

Additional support for learning

- Teaching assistants will support pupils on a 1:1 basis when they require a high level of support to engage in learning or self- regulate in order to access the school day,
- Teaching assistants will provide support to pupils in small groups where intervention is required to 'keep up' in phonics and reading.
- We work with the following agencies to provide support for pupils with SEN:
 - Health visitors
 - School Nurse/Paediatric health team
 - Portage and pre-school team
 - Educational Psychology Service (EP)
 - Speech and language therapy service (SALT)
 - Healthy Minds Team
 - Lifecycle – services for young people
 - Child and Adolescent Mental Health Service (CAMHS)
 - Children's Services
 - Hebburn Lakes SEMH Outreach team
 - Fellgate ASD outreach team
 - Ashley child development centre/ Sue Hedley Nursery
 - Hearing/Visually impaired team.

Expertise and training of staff

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.

The SENCo has 0.5 teaching responsibility and 0.5 non- contact time to manage SEN provision.

We have a team of 18.5 teaching assistants including 4 higher level teaching assistants who are trained to deliver SEN provision and support learning.

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. SEN support 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.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/class assemblies/whole school events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability unless they cannot be risk assessed to safely take part. Any such decision would be made in agreement with parents.

Our schools accessibility plan can be found on the website.

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.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to nominate themselves be part of the school council and to be school buddies

- Pupils with SEN are also encouraged to be part of Sunshine circles/ FRIENDS group to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

Storing and managing information

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

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email – www.southtynesidesendiass.co.uk

Contact details for raising concerns

Laura Burdon (SENDSCO) 0191 9939380 office@biddickhallinfants.co.uk

Andrea Willis (Head teacher) 0191 9939380 office@biddickhallinfants.co.uk

The local authority local offer

Our local authority's local offer is published here: <https://www.southtyneside.gov.uk/article/60051/Welcome-to-the-Local-Offer> It is also available via our School Website.

Our contribution to the local offer is:

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
Communication and Interaction Needs: e.g. - Autistic Spectrum Disorders - Speech, Language and Communication Needs	- Needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. - Differentiated support and resources to access the curriculum. - Visual timetables - Areas of low distraction - Support/supervision at unstructured times of the day. - Social skills programme/support including strategies to enhance self-esteem. - Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. - ICT is used to reduce barriers to learning where possible. - Strategies/programmes to support speech and language development. - Strategies to reduce anxiety/promote emotional wellbeing. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Planning, assessment and review. - Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. - Teaching resources are routinely evaluated to ensure they are accessible to all pupils. - All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Fully qualified/trained SENCO who can provide advice and guidance to staff. - All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. - Support is offered to families and they are signposted to

	services/organisations which may offer support/advice where appropriate, via the Local Offer.
Cognition and Learning Needs: e.g. Moderate Learning Difficulties	- Needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. - Differentiated support and resources to access the curriculum. - Strategies to promote/develop literacy and numeracy. - Provision to support access to the curriculum and to develop independent learning. - Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Planning, assessment and review. - Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. - Teaching resources are routinely evaluated to ensure they are accessible to all pupils. - All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Fully qualified/trained SENCO who can provide advice and guidance to staff. - All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. - Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.
Behavioural, Emotional and Social Development: e.g. - Behavioural needs - Social need - Emotional Health and Wellbeing	- The school ethos values all pupils. - Behaviour management systems in school are based upon de-escalation strategies and restorative approaches and certainty that behaviours will be addressed. - Staff have completed MAPA training. The SENCO is a qualified MAPA training. - Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. - The school provides effective pastoral care for all pupils. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. - Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. - Access to information and support is available within school for behavioural, emotional and social needs. - Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Sensory and Physical Needs: e.g. - Hearing/Visual Impairment - Multi-sensory impairment	- Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. - Provision to support access to the curriculum and to develop independent learning. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Advice and guidance is sought and acted upon to respond to

Physical and Medical Needs	pupils who have significant medical needs. - Access to Medical Interventions. - Access to strategies/programmes to support Occupational Therapy/Physiotherapy. - Support with personal care if and when needed. - Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. - Staff understand and apply the medicine administration policy. - The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. - The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. - Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. - The school has disabled toilets/facilities
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6. Monitoring arrangements

This policy and information report will be reviewed by Laura Burdon (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.

Links with other policies and documents

This policy links to our policies on

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Safeguarding

Complaints procedures

Peer to peer Abuse