Special Educational Needs & Disability Policy

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Banks Road Infant and Nursery School

Created by: Rachael Morris

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 Nottinghamshire that have an

Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. 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.

MISSION STATEMENT

The quality of teaching and learning at Banks Road will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

(See Banks Road Infant & Nursery School Mission Statement)

AIMS AND OBJECTIVES

Aims

At Banks Road Infant & Nursery School our aim is to provide learning experiences of the highest quality. We want all children to become successful learners, make good progress and attain as highly as they are able, whilst fostering curiosity and enjoyment in the world around them, developing a sense of belonging within the school community and enhancing self-esteem and confidence.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years setting prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers & the SENCo 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 National Curriculum & EYFS Development Matters**. This will be co-ordinated by the SENCO and Teaching and Learning Manager 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 SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupils are provided with opportunities to speak to adults and other children sharing opinions and thoughts. Where possible appropriate children will be involved in their target setting. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *[e.g. membership of the School Council and RRSA]*.
- **Maintain relationships with the family of schools** to ensure good practice can be shared and supportive working partnerships can be made.

RESPONSIBILITY FOR CO-ORDINATION SEND PROVISION

- The person responsible for overseeing the provision for children with SEND is Mrs Carole Clemens (Headteacher).

- The person responsible for co-ordinating the day to day provision of education for pupils with SEN is Miss Rachael Morris (SENCo).

- The Governing Body has designated Mrs Sarah Williams as the named governor with responsibility for SEND.

- Our Family SENCo, Zena Mayes, is responsible for overseeing the needs of children across the family of schools. She monitors the needs of children with additional funding and leads family moderation meetings. Zena will also attend review meetings with external agencies and parents where necessary.

ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION

The SENCo will hold details of all SEND records such as provision maps, IEPs or alternatives or structured conversations and subject targets for individual pupils.

All staff can access:

- The SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort where necessary
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs and disabilities, including action plans, targets set and copies of their individual provision or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their specific targets and provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in a clear summary version in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have necessary 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.

ADMISSION ARRANGEMENTS

The admission arrangements for *all* pupils are 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.

Consideration will be given to applicants who can establish particular medical, Special Educational Needs or social grounds relating to their child. Supporting written evidence from a doctor, social worker or other relevant professional must be provided at the time of application. The definition of Special Educational Needs relates to a learning difficulty which calls for special educational provision to be made for the child. Special consideration will be given to children whose mobility support needs require that they access the specialist accommodation provided by a school in a designated 'through route' family of schools. Each case will be determined on its merits.

All children with an education, health and care plan or statement of special education need that names the school will be admitted. These documents state the education provision required for an individual child.

Special circumstances may take precedence over any of the numbered criteria above. The allocation of any such places will be determined by the Local Education Officer, in consultation with the Headteacher.

(See Admissions Policy for more details)

FACILITIES FOR PUPILS WITH SEND

Facilities for children with SEND are organised according to individual needs as they arise. At Banks Road we work closely with external agencies such as specialist teachers, educational psychologists, medical professionals and PDSS (the Physical Disability Support Service) to ensure children's individual needs can be met,

Before a child starts our school their needs will be assessed by appropriate services. The SENCo will then work together with parents, the child and professionals to adapt the environment to best suit the child's needs. Support within school is regularly reviewed to ensure that children with additional needs are receiving appropriate support.

(For further information please see Accessibility Plan 2020-23)

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to approximately £6,000. In some instances school may be able to access additional funding (Additional Family Need funding, AFN) to support pupils with SEND from a budget held by the Family of Schools. The Family of Schools comprises of a secondary school and its feeder primary schools. Schools are able to access the AFN budget by writing a detailed funding bid supported by external agencies. This is then moderated by all schools in the family against set criteria published by the Local Authority and funding allocated accordingly.

For those with the most complex needs, High Level Need funding (HLN), is accessed through the Family of Schools from the Local Authority. The SENCO, alongside the Family 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.

Within school resources are allocated on the basis of need. Once additional funds have been secured provision can be made to ensure the needs of children with SEND can be met effectively. The funding is spent in various ways depending on the need of the child. It may be that this funding contributes to the wage of support staff, or in some cases it may be the purchase of supportive resources or equipment.

IDENTIFICATION OF PUPILS' NEEDS

Identification

See definition of Special Educational Needs at start of policy

At Banks Road we work largely on these criteria to identify SEND within school:

- Level 2 or above on 'The Nottinghamshire Continuum of Children and Young People's Needs'
- Outside agency support/in need of agency support
- Children who are not making progress in line with their peers/significantly behind national expectations
- Medical diagnosis

At Banks Road we identify, plan, support and assess children and their individual needs through a graduated approach:

Quality First Teaching

a) 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.
b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) 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.
d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
g) 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.
h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Within our quality first teaching we recognise that all children may have additional needs at any time during their school lives and these may require wide ranging provision to support, from timetabled, regular interventions and support to on-demand boosts within sessions or as necessary. Our staff aim to know each child as an individual, allowing them to recognise when an 'in class boost' or 'mini intervention' may be needed.

At Banks Road we use waves 1 to 4 to teach and support our children effectively. Our graduated response if a live, fluid response to children's needs depending on situations and/or need and as such the children receiving support, both formally and informally, can change frequently.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to help 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, that 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 may 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 /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff 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 will be undertaken in line with agreed dates. 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 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan (EHC 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 where the complexity of need or a 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 EHC Plan will be taken at a progress review.

Education, Health & Care Plan Criteria (taken from Nottinghamshire Education Health Care Plan Pathway Guidance):

- Child/Young person has severe and complex needs that affect everyday life
- Child/Young person requires provision and resources are needed that are not usually available
- Child/Young person has intensive help and support from more than one agency
- Child/Young person has received appropriate intervention, support and resources from local offer of services and provision available in Nottinghamshire.
- Despite high levels of support the child/young person making limited or no progress.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Wider educational professionals e.g. SFSS, Educational Psychologists

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 the 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 found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County 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 developing and producing the plan.
b. 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.
c. 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

The Teaching and Learning Manager (Maria Holmes), alongside the Headteacher (Carole Clemens) and other subject leaders, regularly monitor and review the school curriculum to ensure the curriculum can not only be accessed by every child in school but can also allow each child to reach their potential.

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, in line with 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.

We also give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space

- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

Carole Clemens (Headteacher) oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Maria Holmes [school teaching & learning manager] together with Rachael Morris [SENCo] 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 through the termly 'Springboard meetings', School Health, Early Help Unit and the Multi-Agency Safeguarding Hub.

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 information is gathered through review meetings, parent/teacher consultations, staff meetings and pupil interviews.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice by the SENCo. The progress of each child with additional needs will be monitored across all areas of the curriculum to ensure they are making appropriate progress and identify any need for additional support or a change in the provision. Interventions undertaken by the children to boost their progress and learning are also reviewed termly by the SENCo to ensure their effectiveness. This information is then fed back to the Headteacher, staff, SEN Governor and the Governing Body.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Headteacher and SEN governor and information is gathered from different sources. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

COMPLAINTS PROCEDURE

An appointment can be made with the SENCo or the class teacher at any time if a parent/carer wishes to discuss their child's needs. If further discussions are needed then the Headteacher may be included too.

All complaints will be dealt with in accordance to the schools complaints procedure.

(For more details see the Complaints Policy and Procedures)

TRAINING & CONTINUING PROFESSIONAL DEVELOPMENT

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo attends relevant SEND courses, Family SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEN 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 according to children's needs.

The SENCo or Family SENCO annually attends the SEN Conference to keep updated with changes to policy and procedures. The SENCO has also completed the National Award for SEN Co-ordination, and holds a Masters qualification in Special and Inclusive Education.

LINKS TO SUPPORT SERVICES, OTHER AGENCIES & VOLUNTARY ORGANISATIONS

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 SEN provision within our school. The SENCo is the designated person responsible for liaising with the following:

The following services could be involved where necessary:

- Schools and Families Support Services (SFSS)
- Children and Adolescent Mental Health Services (CAMHS)
- Physical Disability Support Services (PDSS)
- Early Help Team
- Healthy Family/Family Action Team
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Paediatricians
- Educational Psychologist
- School Behaviour and Attendance Partnership (SBAP)

- Behaviour Support Service (PSED team)
- Social Services
- Language and Learning Support Service
- Specialist Outreach Services
- SureStart

Where appropriate, representatives from voluntary organisations and other external agencies may be invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings help concerning their child unless there are over-riding safeguarding issues.

WORKING IN PARTNERSHIPS WITH PARENTS

We believe that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

Parents are formally kept up to date with their child's progress through termly progress reports, parent's evenings, and annual reports. We also encourage parents to share their concerns or thoughts about their child's learning with their class teacher.

If a parent is concerned about the progress their child is making their class teacher is the first point of call. Similarly if a class teacher is becoming concerned about the progress of a child they will first discuss this with the parent before raising it with the SENCo. Once this has taken place the graduated response explained in section 8 will be implemented.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil, where appropriate, 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 governor [Sarah Williams] may be contacted at any time in relation to SEND matters.

TRANSITION & LINKS WITH OTHER SCHOOLS

The school is a member of our Family of Schools, which encompasses all local infant, junior, primary and secondary schools in the local area. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

When a child leaves Banks Road, all records pertaining to their progress and attainments are sent electronically to the receiving school. This includes a summary of additional support and copies of all documents related to individual needs, support and provision. When the receiving school is known in advance, the SENCos liaise in prior to transfer in order to share this information.

Transition to schools with the George Spencer Family

Bispham Drive, Chetwynd Primary Academy, William Lilley and Fairfield Primary Academy

When a child transfers to a school within our Family of Schools staff from the new school will be invited to the final reviews/meetings of the academic year prior to the transition for children with additional support. This process may begin earlier for children with more complex needs.

It is the responsibility of both Banks Road and the receiving school to bid for additional resources for a named pupil with exceptional needs, either at Family or area level. Funding is allocated for the financial year, as such Banks Road would complete the bid for the Summer term and the receiving school would be expected to use information provided by Banks Road to bid to fund provision for the Autumn and Spring terms.

(For more information see the Induction and Transfer Policy)

DATA STORAGE & CONFIDENTIALITY

All information and records related to the individual needs of a child will be stored in accordance with our General Data Protection Regulation Policy.

LINKS TO OTHER SCHOOL POLICIES

For further information the following policies may be useful:

- Accessibility Plan 2020-23
- Admissions Policy
- Supporting Medical Conditions
- Teaching and Learning Policy

All of the above policies can be found via the Banks Road website.

RATIFICATION

Signed _____*Mrs Carole Clemens* **(Headteacher)**

Date _____

Signed _____ *Miss Rachael Morris* **(SENCo)**

Date _____

Signed _____ *Mrs Sarah Williams* **(SEND Governor)**

Date _____

This policy will be reviewed biennially.