

# Holt Farm Infant School Special Educational Needs (SEN) Policy

**“To create a caring environment in which all individuals feel valued, nurtured and respected, and where true potential is recognised and developed”**

## Holt Farm Infant School Mission Statement

Our Special Needs Coordinator (SENCo) is Mrs Danielle Browne who holds the National Award for SEN (NASENCo accreditation).

Mrs Browne can be contacted at [daniellebrowne@holtfarm-inf.essex.sch.uk](mailto:daniellebrowne@holtfarm-inf.essex.sch.uk).

### AIMS AND OBJECTIVES

Holt Farm Infant School is an inclusive school. We welcome all pupils into the school regardless of their abilities, needs and circumstances. Every teacher is a teacher of all children, including those children with barriers to learning. It is the responsibility of teachers to work in partnership with pupils and parents to enable the full potential of every individual to be reached and to ensure all are challenged.

As an Inclusive school we have:

- a. An inclusive ethos
- b. A broad and balanced curriculum for all pupils
- c. Systems for early identification of barriers to learning and participation
- d. High expectations and appropriate targets for all children

We will ensure that all members of the school community treat all pupils' needs and barriers to learning with a positive and caring attitude, and that every effort will be made to include all pupils in school life in its entirety.

Our working definition of special educational needs is:

- *A child or young person has 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 or a young person has a learning difficulty or disability if he or she:*
  - a) *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

We aim to secure special educational provision for pupils for whom this is required, that is '**additional to and different from**' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEN Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

## **INCLUSION STATEMENT**

At Holt Farm Infant School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our school is staffed by a team of qualified teachers, teaching assistants and learning support assistants, and teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of enjoyable activities. Our SEND policy reinforces the need for quality first teaching that is fully inclusive and we provide a broad, balanced, creative curriculum with enrichment activities that has opportunities for everyone to achieve and succeed. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **IDENTIFICATION**

We believe that the early identification of SEN is vital to help our pupils fulfil their potential. There are a number of ways in which pupil might be identified as having barriers to learning, including:

**Monitoring:** Senior leaders monitor assessments, data, books and lessons as part of their monitoring schedule, and can identify pupils not making expected progress.

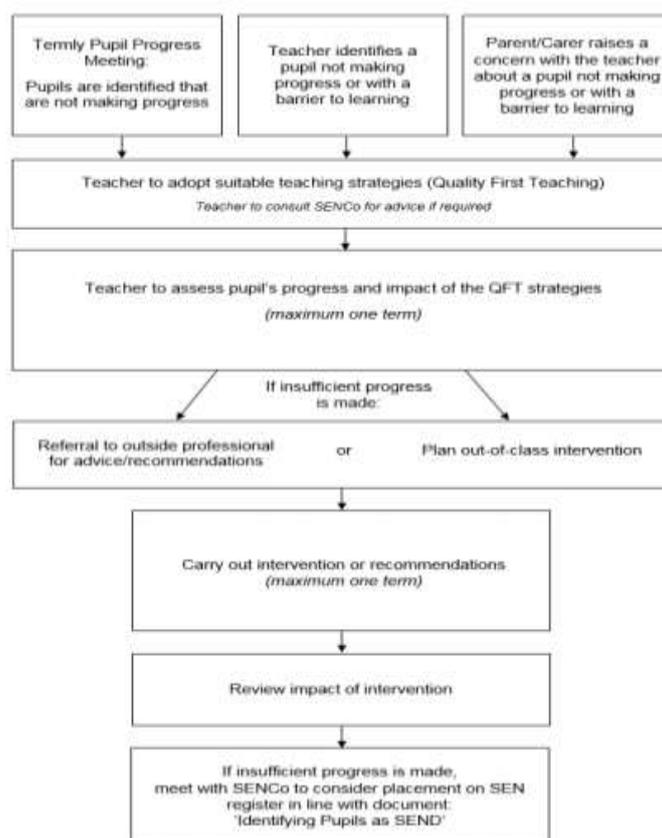
**At Pupil Progress Meetings:** Senior staff meet with teachers half-termly to discuss the progress of all children to identify pupils working below or above national expectations or who aren't making expected progress.

**Parents' evenings:** Teachers meet parents/carers regularly and may raise concerns about their child's progress during meetings. The SENCo is available via the office or email to meet parents.

**Referrals** - Teachers and parents can refer children to the SENCo if they have concerns about a specific child or require support in putting provision/interventions in place for children who aren't making expected progress.

This table show how this process should look once a concern is raised.

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| <p><b>Initial Concern</b> - raised with SENCo by class teacher, assessment lead or parent.</p>   |
| <p><b>Pupil is monitored</b> and supported within school as a <b>Class Concern</b>, ensuring that they receive High Quality teaching; staff will consult the Essex Provision Guidance. Children may then access additional provision or an intervention and the impact of this will be monitored via provision mapping.</p>  |
| <p><b>Pupil classed as SEN support</b> - pupils who fit our working definition of Special Educational Needs. One Plan intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:</p> <ul style="list-style-type: none"> <li>● Still makes little or no progress in specific areas over a term</li> <li>● Continues to work at levels considerably lower than expected for a pupil at a similar age</li> <li>● Continues to experience difficulty in developing literacy/numeracy skills</li> <li>● Has emotional problems that substantially impede their learning</li> <li>● Has sensory or physical needs requiring additional specialist equipment or advice</li> <li>● Has communication or interaction problems which present barriers to learning.</li> </ul> <p>We follow the 'Assess, Plan, Do, Review' graduated approach and One Planning paperwork will be agreed with the pupil, parents and staff and realistic, yet ambitious, targets set.</p> |
| <p><b>EHCP</b> - this will apply to a very small number of children in the school who have usually undergone at least 3 cycles of One Planning and it has been agreed with external agencies that a Statutory Assessment by the LEA needs to occur as their needs cannot be met under 'SEN Support' in class. They may then be allocated an EHC plan by the Statutory Assessment team to support them.</p>   |



## MONITORING

A record of pupils with Special Educational Needs is maintained and their provision is mapped and monitored by the SENCo. The progress of all children who attend intervention groups is assessed and monitored at the end of every cycle by the SENCo and staff delivering the intervention and children on the SEN register have targets on their One Plan which are reviewed three times each year. The SENCo supports LSAs to work with pupils identified through referrals and provide advice on suitable provision. For some pupils more in depth individual assessments may be undertaken by the school or other professionals

Children working below the National Curriculum are currently assessed using the 'P' levels where appropriate. The school assesses half-termly in consultation with additional adults working with the child, class teachers and the SENCo.

**All** members of teaching staff have a responsibility for pupils with SEN in their class, firstly to ensure High Quality Teaching with differentiation is evident in all aspects of learning. Staff are fully aware of their responsibilities towards pupils with SEND and are supported in identifying children with possible barriers to learning and the identification of child protection concerns. If High Quality teaching doesn't give the pupil enough support to make progress, we refer to the flow diagram below:-

**Assess → Plan → Do → Review**

This means assessing the pupil; planning provision (intervention in or out of class); carrying out (doing) the intervention, and reviewing its success either at One Planning meetings, pupil progress meetings or through impact review forms.

Children on the SEN register who are classed as receiving SEN Support will have individual person-centred One Planning paperwork setting out specific outcomes and any provision made that is additional to and different from the usual classroom provision. These outcomes will be reviewed regularly with the child, parents and staff. All pupils with an EHC plan will additionally be involved in a person-centred Annual Review meeting annually where targets will be reviewed in consultation with the SENCo, staff, parents and outside agencies working with the child, for example specialist teachers representing the LEA. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the SENCO records will include information from parents, information on progress and behaviour, pupil's own perceptions of difficulties and information from other agencies.

Children with specific medical needs may require a care plan to be written for them by the SENCo with the parents/carers on admission to the school. This document is updated when necessary and is reviewed annually in conjunction with the school nurse, where appropriate.

## **PROVISION**

The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. We aim to provide a broad and balanced curriculum that encourages all pupils to develop their individual abilities. For the majority of pupils identified as having Special Educational Needs, the provision will be made within normal curriculum, planning and differentiation. We also use the Essex Provision Guidance to plan specific provision for children with additional needs. Support is also available from LSAs (Learning Support Assistants) in specific lessons. All classrooms provide an effective learning environment which, for children with special needs, may include:

- \* The use of visual timetables/task planners
- \* hover support
- \* alternative recording methods
- \* specialist equipment
- \* ability groupings
- \* withdrawal groups for additional needs, eg precision teaching, 5 minute box, fine and gross motor skills, social skills support group

This list is not exhaustive, but through the above approaches, we aim to give all of our children the opportunity to succeed and fulfil their potential.

## **ADMISSION**

The school will admit any pupil with barriers to learning or medical needs providing that the resources of the school, in terms of staffing and buildings, are suitable and that the admission is in the best interest of the pupil. The school may need to apply to the Local Education Authority for additional funding to cater for exceptional needs. In line with the SEN and Disability Act, we will not discriminate against children with a disability and we will take all reasonable steps to provide effective educational provision. Please refer to our admissions policy for further detail.

## **INTEGRATED WORKING**

The school works closely with a range of organisations and agencies in order to best support pupils and their families. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

## **CPD (CONTINUING PROFESSIONAL DEVELOPMENT)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, SEN Cluster Group meetings and signposts relevant SEN-focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and the leadership team ensure that training opportunities are matched to school development priorities.

## **DYSLEXIA AND SPECIFIC LITERACY DIFFICULTIES**

As a school, literacy difficulties are carefully tracked and monitored throughout Key Stage 1 by the Deputy head/assessment coordinator and the SENCo. If a pupil is identified as having literacy difficulties and placed on the SEN Register, the SENCo will carry out baseline assessments to identify their starting point and pinpoint barriers to learning, and will then coordinate additional provision to meet their individual needs. Our whole-school ethos and our classroom teaching and learning is 'Dyslexia-friendly' in line with Essex protocols. Where a child's literacy difficulties are 'persistent and severe' and their 'progress and attainment remains **significantly** below the majority of their peer group', a range of assessments, including initial dyslexia screening can take place in year 3 or year 4 in our partner junior school with whom we work closely. Parents can alternatively arrange for a private dyslexia assessment for their child if they would prefer.

## **COMPLAINTS PROCEDURES**

Complaints regarding inclusion should follow the school complaints procedures. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Deputy Headteacher, who will be able to advise on formal procedures for complaint.

This policy should be read in conjunction with the school's SEN Information Report, Accessibility Plan and Equalities Data documents.

**Mrs Danielle Browne**

**SENCo**

**October 2018**