

West Earham Infant and Nursery School
Special Educational Needs and Disability Policy

***'All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.'* DFE and DoH June 2014**

1. Vision and Aims

- a. At West Earham Infant and Nursery School we use our best endeavours to make sure all children with Special educational needs/disability get the support they need. This means doing everything we can to meet their special educational need/disability. We are an inclusive school and ensure through Quality First Teaching that all children with special educational needs/disability engage in the activities of school alongside children who do not have special educational needs/disability. Quality First Teaching that is differentiated and personalised (targeted at areas of weakness) will meet the individual needs of the majority of children and is the first step in responding to children who have or may have special educational needs/disability. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- b. The aims of our special educational needs and disability policy and practice in this school are:
- To identify at an early age, individuals who need extra help and attention
 - To enable each child to reach his or her full potential, both curricular and extracurricular
 - To endeavour to meet the individual needs of each child, developing a feeling of self-esteem within the individual
 - To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
 - To use a variety of teaching strategies which respond to different learning styles, to facilitate meaningful and effective learning for all children
 - To work with families and other agencies to provide support and opportunities for those children with special educational needs/disability
 - To assist all staff in the delivery of educational entitlement and ensuring all staff are aware of a child' individual needs, through well targeted continuing professional development.
 - To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014)

2. Who to contact.

- a. The designated teachers responsible for co-ordinating special educational needs provision or the special educational needs and Disability co-ordinators, the SENDCO is Sarah Mardell (Deputy Head). Our named Governor for Special educational needs and disability is Sarah Grenville. All these professionals can be contacted via the school office on 01603 451299. Sarah Mardell is also the designated teacher responsible for Looked After children (LAC) and will therefore coordinate special educational needs and Disability provision for LAC in line with this policy.

3. Who has SEND?

'A child has special educational needs and Disability where their learning difficulty or disability calls for special educational provision to be made for them'

- a. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- b. Special educational needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- c. We focus on individual progress as the main indicator of success.
- d. Identifying and assessing special educational needs for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language is not special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- e. Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a pupil being registered as having special educational need. Slow progress and low attainment do not necessarily mean that a child has special educational need and should not automatically lead to a pupil being recorded as having special educational needs. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has Special educational need.
- f. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the schools budget.
- g. Under the Code of Practice there are four broad areas of need that West Earlham Infant and Nursery School has to provide for:
 - Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
 - Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
 - Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.
- h. At West Earlham Infant and Nursery School we identify children with special educational needs and disability as early as possible. Early identification and on-going assessment is of the utmost importance and draws upon each child's development in comparison with their peers and national data. The views and experiences of parents, the child and external support services are highly valued and sought.
 - i. In the Early Years Foundation Stage (EYFS) all children are assessed through observation and through discussion with families on entry and exit from nursery/reception. The EYFS Profile also provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities at the end of the reception year. On entry (from Sept 2015 EY Baseline) on-going and end of year assessment is helpful for children with special educational needs and disability and will inform plans for future learning and identify any additional need for support.
 - j. Teachers assessments use both quantitative and qualitative evidence based-data. Evidence is gathered using a range of observations and assessment tools including the EYFS Baseline, EYFS profile, EExAT, WELLCOMM and the Boxhall profile.

4. Communicating with Families.

- a. Partnership with families is key to our approach to special educational needs and disability. We will always discuss our concerns with families promptly. Learning meetings with families are held in the Autumn and Spring Term and there is an optional meeting in the Summer Term. Additional meeting with families to discuss a child's needs and how staff will support a child, will be co-ordinated by the SENDCO. The child, their family and teacher are all actively involved in any decision making. Early discussions and special educational needs and disability specific learning conversations with the SENDCO are recorded on the appropriate forms and kept in individual files by the class teacher. For children with special educational needs/disability, there are termly meetings with the family, teacher and SENDCo to gather and discuss family and staff views on a child's progress and attainment and to agree next steps.

5. Making changes.

- a. Inclusive provision means making 'reasonable adjustments' (Equality Act of 2010) to ensure all children can access a broad and balanced curriculum. We set deliberately ambitious targets for children with high expectations of learning. We aim to identify, address and remove potential barriers to learning from the outset to enable progress and achievement for all. Being inclusive we promote disability equality (see our Accessibility Plan) and equality of opportunity and actively prevent discrimination or special educational needs and disability children being put at risk of substantial disadvantage. We also have a duty to support children with medical conditions. Children with medical conditions have healthcare plans. Where a child has both a medical condition and Special educational needs and disability their provision is planned and delivered in a co-ordinated way with the healthcare plan.

6. The Graduated Approach

- a. The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

- b. A register is kept of pupils with special educational needs and disability. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.
- c. Reviews of pupils on the special educational needs and disability register take place three times a year. For pupils with an Education, Health and Care plans, an annual review meeting has to be held in addition to this. Individual Education Plans may be used to record additional provision for pupils on the special educational needs and disability register.
7. A Graduated Approach to Special educational needs support
- a. At West Earlham Infant and Nursery School, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are:
- highly focused lesson design with sharp and smart objectives
 - high demands of pupil involvement and engagement with their learning
 - high levels of interaction for all pupils
 - appropriate use of teacher questioning, modelling and explaining
 - an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
 - an expectation that pupils will accept responsibility for their own learning and work independently
 - regular use of encouragement and authentic praise to engage and motivate pupils.
- b. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special educational needs and disability. We believe that additional intervention and support does not compensate for a lack of high quality teaching.
- c. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, the scrutinising of books and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of special educational needs and disability and high quality teaching. We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised 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
- d. The first response to such progress is high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having special educational need, we will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This special educational need support is one part of a four-part cycle through which earlier decisions and

actions are revisited, refined and revised with a growing understanding of the pupil's needs and of the support the pupil need to make good progress and secure good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the special educational need of children and young people.

The graduated approach involves:

Assessing - Planning - Doing - Reviewing

The graduated approach draws on more specific details, frequent reviews (special educational need learning conversations at least three times a year) and specialist expertise in order to match interventions to the special educational need of the child.

8. Assess

- a. In identifying a child as needing special educational need support the class teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.
- b. Any concerns raised by a parent will be taken into account. These concerns will be recorded and compared to our own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with the school staff the, SENDCO, with agreement from parents or carers will contact them.

Plan, Do, Review

9. Plan

- a. Where it is decided to provide a pupil with special educational needs support, the parents will be formally notified. The teacher and the SENDCO will agree, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement so that parents/careers can reinforce or contribute to progress at home. 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.

10. Do

- a. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class or subject teacher in their further

assessment of a child's particular strengths and weaknesses, in problem solving and in advising on the effective implementation of support.

11. Review

- a. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and the outcomes in consultation with the parent and pupil. Where a pupil has an Education Health Care plan, the Local Authority, in cooperation with the school, must review that plan at least once every twelve months.
- b. The success of the school's special educational needs and disability policy and provision is evaluated through:
 - The monitoring of classroom practice by the Headteacher, SENDCO/ Deputy Head
 - The analysis of pupil tracking data
 - The monitoring of procedures and practice by the special educational needs and disability governor
 - The School Self-Evaluation document
 - The Local Authority moderation process and OFSTED inspection arrangements
 - The Meetings with parents and staff, both formal and informal.

12. The nature of intervention

- a. The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include
 - different learning materials or special equipment
 - some group or individual support;
 - extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
 - staff development and training to introduce more effective strategies.
 - access to LA support services for one-off or occasional advice on strategies or equipment

13. Which specialists?

- a. Specialists (advisory learning support teachers including Early Years advisers, educational psychologists, child and adolescent mental health services (CAMHS), health visitors, sensory support teachers, paediatrician or therapists including speech and language therapists) may be involved with individual children, if a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to a child's area of need. Special educational needs learning conversations with a child (if appropriate), their family, teacher and the SENDCO specialists may be involved to consider further use of evidence-based effective teaching approaches, equipment, strategies and interventions to support a child's progress. Actions, outcomes and support are recorded and kept in individual files.

14. Transition: Moving on and moving up.

- a. At West Earlham Infant and Nursery School we support children through several transitions. At this school children are supported when they start to move on from and into the Early Years Foundation Stage, including our two year old room as well as into Reception and then on to Key Stage 1. We also support our children as they move to Junior Schools, the vast majority going to West Earlham Junior School. When a child moves from this school to another the school, the school seeks parental agreement to share information on a need to know basis and the school always follow data protection procedures.

15. Education Health Care Plans (EHCP)

- a. The purpose of an EHC Plan is to make Special Educational and health care provision. Before applying for an EHCP at West Earlham Infant and Nursery School we take into consideration evidence of the child's academic attainment (or developmental milestones in younger children) and rate of progress, information about the nature, extent and context of the child's special educational needs, evidence of the action already being taken to meet the child's special educational needs, evidence that where progress has been made, it has only been as the result of much additional intervention and support which has been over and above the universal offer. We will draw on evidence of the child's physical, emotional and social development and health needs and relevant evidence from clinicians and other health professionals.

16. Our strategy.

- a. At West Earlham Infant and Nursery School we use provision management to plan for children with special educational needs and disability. Children with special educational needs and disability are recorded on the whole school provision map. Their areas of need are highlighted, the support they receive is identified and their progress is monitored. This is informed by class teachers and support staff. We use data to inform our judgements and present this in easy to understand charts and graphs.

17. Supporting the Local Offer.

- a. The Local offer is the explanation of all the service available within our school, to support children who have a special educational need or disability. At West Earlham Infant and Nursery School an annual special educational needs information report is compiled to communicate how we implement this policy on The Local Offer. We review our information report as part of the Norfolk Local Offer. The information report is published alongside this policy on the website and together they provide detailed information about the arrangements for children with Special educational needs and disability at West Earlham Infant and Nursery School.

18. Roles and Responsibilities

- a. Provision for pupils with special educational needs and disability is a matter for the school as a whole. The Board of Governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

- b. The **Special Educational Needs and Disability Co-ordinator (SENDCO)** is responsible for:
- a. Overseeing the day to day operation of the school's Special Educational Needs and Disability policy.
 - b. Co-ordinating the provision for pupils with special educational needs/disability.
 - c. Ensuring that an agreed, consistent approach is adopted.
 - d. Liaising with and advising other school staff.
 - e. Helping staff to identify pupils with special educational needs.
 - f. Carrying out assessments and observations of pupils with specific learning difficulties,
 - g. Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
 - h. Liaising closely with parents of pupils with special educational needs and disability alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
 - i. Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
 - j. Maintaining the school's special educational needs and disability register and records
 - k. Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information
 - l. Contributing to the in-service training of staff
 - m. Liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- c. **Class teachers** are responsible for:
- a. Providing high quality teaching for all children
 - b. Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil)
 - c. Regularly reviewing the impact of these adjustments, interventions and support, including pupils with special educational needs and disability in the classroom, through providing an appropriately differentiated curriculum.
 - d. Retaining responsibility for the child, including working with the child on a daily basis
 - e. Making themselves aware of the school's special educational needs and disability policy and procedures for identification, monitoring and supporting pupils with special educational needs and disability.
 - f. Directly liaising with parents of children with special educational needs and disability
- d. **Teaching Assistants** should:
- a. Be fully aware of the school's special educational needs and disability policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and disability.
 - b. Use the school's procedure for giving feedback to teachers about pupils' progress.
 - c. Teaching Assistants work as part of a team with the SENDCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with special educational needs and disability within the class.

See Also

- School Working Practice for SEND Procedures
- School Working Practice for School Support Plans
- Behaviour for Learning and Living Well Policy
- Accessibility Policy
- SEND Code of Practice

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was approved in **February 2018** the date of the next formal review will be **February 2019** and every year thereafter, unless statutory legislation changes.

Policy approved by the Full Governing Body of West Earlham Infant and Nursery School.