



## **HADDENHAM COMMUNITY INFANT SCHOOL**

### **SEND Policy**

#### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN Information Report (Sept 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### **Special Educational Needs Coordinator**

Michelle Nethercott is the schools SENCO and is the person responsible for managing the provision made for our children and young people with SEND.

Contact Details:

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#### **Our Inclusive Ethos, Culture and Aims**

At Haddenham Community Infant School we pride ourselves on catering for the needs of each individual child. The school works closely with parents who have children with Special Educational Needs and Disabilities (SEND) and will make every effort to be supportive and considerate in all the choices made both in the education and care of that child. We have a body of experienced teaching and support staff who provide a nurturing environment in which all children can thrive and succeed. We pride ourselves on identifying the various characteristics of SEND early and work very hard to assess and meet their needs quickly and effectively.

We aim to raise the aspirations of all pupils with SEND and have high expectations for their achievements. We provide a focus on outcomes for our children and young people with SEND and aim to choose interventions which are timely and effective for them. At Haddenham Community Infant School we train all staff working with special educational needs pupils on the four broad areas of need set out in the SEND Code of Practice, 2014:



Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs.

### **Identifying Special Educational Needs**

The four broad areas give an overview of the range of needs that our school should provide for. When identifying a child with SEND and the provision we provide, we would look at the whole child and not just the special educational needs they were displaying.

Triggers for intervention are when, despite receiving Quality First Teaching (QFT), differentiated learning opportunities and booster support your child:

- Makes little, inadequate or no progress.
- Shows signs of difficulty in developing literacy or mathematical skills.
- Presents persistent social, emotional or mental health difficulties.
- Has sensory or physical problems.
- Has communication and/or interaction difficulties.

In the first instance, the teacher and SENCO would consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment. Our school would then follow the Graduated Approach to SEN Support (see table below).

Any concerns we have which relate to a child or young person's behaviour will be explored with parents/carers to ensure we work as a team to find the underlying cause. Fundamentally, behaviour is a response to a need and our school will endeavor to work with parents/carers to find and provide for that need.

Other factors which are not SEN may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of a Serviceman/woman

These factors would be carefully looked at prior to our school identifying a child as having special educational needs.

### **Our Graduated Approach to SEN Support:**

When a child is identified as falling behind or struggling in a particular area or areas of the curriculum, the school evaluates the provision in place for the child and follows the criteria below:



<p><b>Quality First Teaching (QFT)</b></p> <p><b>Wave 1</b></p>	<p><b>Classroom Teaching &amp; the Curriculum</b></p> <p>Effective teaching for children with SEND shares most of the characteristics of effective teaching for all pupils. QFT for all pupils makes up the daily repertoire of teaching strategies and techniques that ensures pupils' progression in learning. It includes guided work for small groups where work is pitched at appropriate levels for differing groups. This is called differentiation and each ability group is challenged to reach their full potential. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants (TAs).</p>
<p><b>Booster Work (1:8/1:6)</b></p> <p><b>Wave 2</b></p>	<p><b>Pre SEN Support</b></p> <p>Effective provision for children ensures that once they have been identified as falling behind their peers, Booster Work is given. The support is put in place for these children to meet National Expectation. These groups tend to be smaller clusters of children with similar needs. This provision is documented on a Class Provision Map. At this point the school has a duty of care to notify the parents of the extra support their child requires. This is normally discussed during parents evening.</p>
<p><b>Small group (1:4) and 1:1 support</b></p> <p><b>Wave 3</b></p>	<p><b>SEN Support</b></p> <p>If Booster Work and personalised teaching proves unsuccessful and the child does not make adequate progress, they will be identified as having a Special Educational Need. At this point, parents/carers would be invited to meet with the teacher and aid in the initial completion of their child's first Individual Provision Map (IPM). The provision is additional to or different from that given in Wave 2. Group Work in this wave would continue at a smaller ratio and in some cases the interventions would be 1:1. As IPMs are written and reviewed, parents are asked to meet with the teacher, contribute to and sign the document. Pupils are also asked their views which are documented on the IPM. Teachers will share with the parents/carers how best they can support their child at home. Wave 3 is broken down below.</p>



### Wave 3 SEN Support

<b>SEN Support</b>	<p>If your child is on SEN Support they will receive some additional support planned for and based on high expectation outcomes at the end of their year group or key stage. This could either be in the form of small group work or 1:1 interventions. At times an external professional may be asked to come in and complete a one off assessment. Parental consent would be sought. This helps inform staff of how best to meet the needs of the child.</p> <p>For higher levels of need, outside agencies may become involved more regularly or specialist assessments from external agencies and professionals will be requested. Parental consent would continue to be sought.</p>
<b>Statement/Education Health Care plans (EHC plans)</b>	<p>For a very small minority of pupils, progress through SEN Support may not provide adequate or appropriate support. After consultation with parents/carers, all the relevant staff and involved outside agencies may decide to make a request for a Statutory Assessment. Parents also have the right to make a request at this stage, as do Social Services or other agencies that have had close contact with the child. This application would involve requesting additional hours of support (also known as ‘Top Up Funding’), beyond the 13.5 hours provided and funded by the school.</p> <p><i>In some circumstances, there may be a need to apply for ‘High Needs Block Funding’ without requesting a Statutory Assessment e.g. when a child has a temporary high medical requirement or needs additional hours for a temporary amount of time.</i></p>
<b>High Needs Block Funding (HNBF)</b>	
<b>Disability</b>	<p>If a child has a disability that does not impact on their capacity to learn they are recorded as having a disability on the SEND register. However, if a child has a disability which does impact on their learning they would be given additional support and an Individual Provision Map. Both cases are monitored closely. Relevant training would always be given to</p>



the staff working with such a child.

### **Reviewing, Assessing, Planning and Implementing - a continual cycle**

Haddenham Community Infant School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

There are various ways that the staff are able to track and assess the progress of a child with SEND according to the provision provided for them. There are termly feedback meetings held between the SENCO and class teachers about provision and the child's tracking data. These identify all children's current levels of attainment and the amount of progress they are making. Some pupils with SEND are assessed from Year 1 onwards, using PIVATs, this system breaks down individual targets into very small steps and enables teachers to track progress in closer detail. All KS1 pupils have individual assessment folders which are transferred from class to class as they progress through the year groups.

Data analysis after termly assessments is collated and reviewed to ensure that progress is being made and the right interventions are in place. A termly report is written by the SENCO informing all staff and governors about children's progress and attainment with SEND.

The SENCO works closely with the Senior Leadership Team (SLT) and SEN Governor and feeds back on any learning walks or observations held across the year.

### **Roles and Responsibilities**

A number of professionals take an active role in planning the best support for a child with SEND. These will include:

<b>Governors</b>	<p><b>Carol Murray</b> is the named governor for SEN.</p> <ul style="list-style-type: none"> <li>Fully involved in developing, monitoring and reviewing our schools' SEN policy.</li> <li>Up-to-date and knowledgeable about our schools SEN provision, including how funding, equipment and personnel resources are deployed.</li> <li>Ensures that SEN provision is an integral part of the School Learning Plan (SLP).</li> <li>Ensures the quality of SEN provision is continually monitored.</li> <li>Regularly meets with SENCO</li> </ul>
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	<ul style="list-style-type: none"> <li>Regularly observes SEN interventions and provision in school.</li> </ul>
<b>SENDCo</b>	<b>Mrs Michelle Nethercott</b> <ul style="list-style-type: none"> <li>Overall responsibility for approval of SEN provision.</li> <li>Leads Annual Reviews for children with an EHCP</li> <li>Sets budget for SEN provision.</li> <li>Safeguarding/Child Protection Officer</li> <li>Manages Pupil Premium Grant and Looked after Child funding</li> <li>Manages meeting the medical needs of pupils</li> <li>Termly meetings with all relevant external professionals.</li> <li>Organising one off assessments with outside agencies.</li> <li>Managing and monitoring the SEN budget</li> <li>Organising, attending and on occasion leading Annual Reviews.</li> <li>Organising and attending Multi Professional Meetings.</li> <li>Attending, organising or leading staff SEN training.</li> <li>Monitoring Individual Provision Maps on a termly basis.</li> <li>Monitoring and reviewing Whole Class Provision Maps on a termly basis with class teachers.</li> <li>Monitoring tracking of provision.</li> <li>Monitoring tracking of children's progress.</li> <li>Analysing attainment of pupils with SEN.</li> <li>Writing reports and policies for staff and governors.</li> </ul>
<b>Class Teacher</b>	<ul style="list-style-type: none"> <li>Ensuring Quality First Teaching takes place.</li> <li>Ensuring early identification and informing SENCO.</li> <li>Providing and planning for interventions.</li> <li>Working in partnership with parents.</li> <li>Writing and reviewing Individual Provision Maps (IPM) 4x yearly.</li> <li>Writing Whole Class Provision Maps (WCPM) 3x yearly.</li> <li>Evidencing progress</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>Providing high quality provision.</li> <li>Tracking progress made in specific interventions and reporting back to class teacher and SENCO.</li> <li>Assessing IPM targets alongside class teacher and reporting back to SENCO about their impact.</li> </ul>
<b>Parents/Carers</b>	<ul style="list-style-type: none"> <li>Supporting interventions at home.</li> <li>Consulting with class teacher 3x a year on their child's Individual Provision Map (IPM).</li> <li>Working on IPM targets.</li> <li>Being proactive in communicating with class teachers.</li> </ul>

## Intervention Support



Class teachers and TAs run Wave 2 and Wave 3 interventions planned and documented on a child's IPM or a teacher's Class Provision Map. The interventions we run are listed below:

- Early Literacy Support (ELS)
- Early Numeracy Support (ENS)
- Daily Reading Support
- Precision Monitoring (PM)
- Rainbow Road
- 'Happy to be Me' programme
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- \*Talk Boost
- Lego Therapy
- Every Lesson Counts programme
- ENS programme
- PALS programme (EYFS) social support intervention
- Time to Talk programme (KS1) social support intervention
- Phonics booster programme
- Dancing bears phonics programme
- Individual Educational Plan Target Work

### **Outcome for pupils with SEND**

The additional SEN support the school offers will enable the child to:

- Reach their full potential
- Achieve their personal best
- Make progress towards their outcomes
- Feel valued and included
- Enjoy school

### **Criteria for exiting our SEN register**

After data analysis is collated and reviewed, the class teacher and SENCO will look at the children's results. If the gap has been narrowed and the child with SEN is now performing just below or within national expectations, they will be taken off the SEN register.

Likewise, if a child meets their long term outcomes and their teacher feels they have achieved what would be expected of an average child in their year group, they will be taken off the SEN register.



This system is reviewed on a termly basis, 3 times a year by the SENCO.

## **Supporting Pupils and Families**

It is now a statutory requirement for our Local Authority to provide a local offer for parents/carers of children with SEND. Our LA offer can be found at:

<http://www.bucksfamilyinfo.org>

Our school must also provide a local offer through the Special Educational Needs Annual Information Report. This can be found on our website:

<http://www.haddenhaminfant.bucks.sch.uk/website>

Our school may involve other external agencies (including health, social care and Bucks County Council Support services) to meet the needs of pupils with SEND and their families by using the following:

- Specialist Teaching Service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- Open the Toy Box Play Base Therapy
- School Nurse
- Community Paediatrics
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- County SEN Team

The school communicates the contact details for the support listed above for children with SEND and their families via:

- Our school website
- 1:1 discussions
- Annual reviews





**The school's arrangements for children with SEND transferring from class to class or between Haddenham Community Infant School and Haddenham Community Junior school are as follows:**

### **Class to Class**

Teachers meet with each other in July to discuss children with SEND, their Individual Provision Maps (IPMs) and progress made to date. Their strengths and weaknesses are shared and any strategies which aid the child in feeling safe and secure in their new learning environment. Tools and resources are handed over to the next class teacher and the SENCO ensures SEN folders with relevant reports and documentation are handed over in July.

### **Year 2 to Junior School**

Prior to children leaving our infant school, information is gathered from the class teacher/ SENCO as to the type of support they will need. The class teachers and SENCOs from both schools meet to discuss the children and individual SEND files are transferred. In some instances it may be felt that the child would benefit from transition support which is arranged through the Head teacher, class teachers or SENCO. In this instance, the child and parents/carers would also be given the opportunity to visit the school on more than one occasion prior to the induction day.

### **Supporting Pupils at School with Medical Conditions**

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case our school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Education Needs (SEN) and may have a statement or Education Health Care plan (EHC plan) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need a detailed Care Plan will be compiled with support from the school nurse and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

The school's Managing Medicines policy can be found here:

<http://www.haddenhaminfant.bucks.sch.uk/website>



## **Training and Resources**

We have worked incredibly hard to ensure that our teachers and TAs are trained on the four broad areas of need set out in the SEND Code of Practice, 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

We continually identify new provision and training we feel would benefit the needs of our children and strive to develop a wealth of timely and cost-effective interventions which are run with confidence by our staff.

Staff that are new to a teaching or TA post will meet with the SENCO and receive training on the systems and structures we have in place.

## **SEN is funded in three ways:**

- At various times of the year we will receive funding from our Local Authority derived from a notional funding formula.
- At various times of the year we will receive High Needs Block Funding from our Local Authority for children with SEND who have a statement, Education Health Care plan or High Needs Block funding.
- Every year the SENCO will plan a budget with the SEN Governor and put in a request for a set amount of money based on training, resources, outside agencies etc. The Pay and Personnel Committee will look at this and decide on a figure they are realistically able to give for the forthcoming year.

## **Storing and Managing Information**

Children's confidential files and information is locked away in our school office. The admin staff, Head teacher and Deputy Head/SENCO are the only members of staff who have access to this information.

The SENCO has insured that IPMs are copied and stored for 7 years, post a child leaving our school. All other information is handed over securely to the transfer school.



Our school's Confidentiality policy can be found here:

<http://www.haddenhaminfant.bucks.sch.uk/website>

### **Accessibility**

Our school's main buildings are DDA compliant for children and the main building is accessible for wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps. Our school has two toilets for disabled users and a shower facility.

We strive to make reasonable adjustments to our curriculum and learning environments to ensure disabled users have equal opportunities within our school. We work hard with parents/carers and external professionals to ensure a child with a disability has their needs met. We ensure they feel safe and secure in our school at all times and promote inclusion with extra-curricular activities such as after school clubs and trips.

Our school's Accessibility policy can be found here:

<http://www.haddenhaminfant.bucks.sch.uk/website>

### **Dealing with Complaints**

The arrangement for the treatment of complaints from parents of pupils with SEND concerning the provision made at school aims to be resolved informally within the school setting. However, in extreme cases complaints may need to follow the procedure outlined below:

Stage 1: Initial discussion with the class teacher (pre-arranged formal discussion).

Stage 2: Discussion with SENCO/Headteacher (pre-arranged formal discussion).

Stage 3: Headteacher will meet with the Chair of Governors, Eleanor King.

Stage 4: Buckinghamshire County Council (BCC) will offer disagreement resolution and mediation procedures through the BCC information, advice and support service.

### **Bullying**

Our school prides itself in creating a safe environment where our pupils grow and flourish without fear. Each pupil has the right to be safe in and out of school and be protected when they are feeling vulnerable. We therefore take a strong stance of bullying of any type. We promote positive friendships and utilise circle time to help children understand what makes a good friend and how to look out for their peers.



Our school's Behaviour and Anti-bullying policy can be found here:

<http://www.haddenhaminfant.bucks.sch.uk/website>

**Our SEND policy is reviewed on an Annual basis.**

Written and Adopted: September 2014

Reviewed: March 2019