



Eastfield Infant and Nursery School

Special Educational Needs and Disabilities Policy

SECTION 1:

The persons responsible for managing our school's provision for children with SEND are the Head Teacher and our SENCO. Both can be contacted by email or by telephone. Alternatively, visit the school office to book a meeting or leave a message with the school office.

Contact details:

Head Teacher Mrs L Summerfield

SENDCo Mrs N Oliver

SENDCo status: National Award for SEND Coordination with the University of Hertfordshire (Clause 64, C & F Bill, 2014). NPQML – National Professional Qualification for Middle Leadership, Advanced SENDCo Award, SENDCo as Leaders Award leading to a Master's degree in Educational Leadership. Fellow of the Chartered College of Teachers.

The SENDCo is also a member of the Senior Leadership Team (Ref: *SEND Code of Practice, 6.89*) and is a deputy safeguarding lead.

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Email: office@eastfield.cambs.sch.uk for the attention of the SENCO/Head Teacher

INTRODUCTION

At Eastfield Infant and Nursery School we believe it is important to celebrate individuals and their achievements in an atmosphere which is lively, creative, enthusiastic and reflects the wider world.

Children may have Special Educational Needs and/or Disabilities (SEND) throughout, or at any time during, their school career at Eastfield. This policy ensures that all planning and provision for children with SEND takes account of the type and extent of any difficulties experienced by the child.

Partnership and engagement with parents plays a fundamental role in developing whole school policy and practice and for enabling children with SEND to achieve their potential.

This policy has been written to respond to the requirements of the Children and Families Act and the SEND Code of Practice with regard to assessment and provision for SEND.

SECTION 2: AIM

At Eastfield Infant and Nursery School we are committed to providing a stimulating and effective curriculum, with an emphasis on achieving aspirational outcomes for all pupils. We embrace the concept of equal opportunities and celebrating the successes of every child.

We will be additionally mindful of changing circumstances that could cause children and young people to be at risk of vulnerability. We will consider how best to meet these pupils' needs through an adapted and revised curriculum with a focus on recovery and closing gaps in learning. The processes Eastfield Infant and Nursery School has in place will identify these pupils swiftly and interventions and additional support will be put in place.

OBJECTIVES

- Identify and provide support for pupils who have additional needs, Special Educational Needs and/or Disabilities
- Value pupils of different abilities and support inclusion
- Communicate with and work in partnership with parents
- Provide opportunities to listen to children with SEND and involve them in the planning of their education
- Raise the achievement of all pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In the first instance, all pupils access a broad and balanced curriculum through high quality class teaching. Pupils may be identified as SEND if they do not make adequate progress once they have accessed all of the interventions and/or adjustments alongside the high-quality personalised teaching that can be given in school before the school then needing to seek further professional advice. They may also have a diagnosed need.

Within the SEND Code of Practice, there are four broad areas of need. These areas give an overview of the range of needs that are planned for at Eastfield. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which includes more than just their special educational needs (See **Appendix A** for definition).

The four broad areas of need are:

Communication and interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with

mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Under the SEND Code of Practice, identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need we will identify and take account of.

Sensory and/or physical needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other factors which are considered when trying to identify if a child has a special educational need, which may also impact upon their progress and attainment but are **not** regarded as SEND include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND. See **Appendix A** for definition);
- Attendance and Punctuality;
- Health and Welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of Serviceman/woman.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

We use a ‘Graduated Approach’ (see **Appendix B**) to differentiate the provision made available to pupils at Eastfield. Our school regularly and carefully reviews the quality of teaching, our ‘Universal Provision’, for all pupils including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

For any children who may need additional support in one or more areas in order to close gaps in their learning, they would be identified through the use of assessment data, observations and discussions with the child's parents/carers, and given access to time-limited interventions, otherwise known as 'Targeted Support'.

'Special Support' is identified for children who need much more personalised provision in order to further their learning, despite having had access to high quality teaching and additional, targeted support. These children are recorded as having Special Educational Needs and/or Disabilities and are placed on the school's SEND register as '**SEND support**'.

Class 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 SEND.

In order to identify which children would benefit from additional support, high quality and accurate formative assessments are maintained and analysed by the class teachers, supported by the SENCO and Head Teacher. Further more detailed assessments can then be made using effective tools and early assessment materials, alongside the data recorded towards the Early Years Foundation Stage Framework and National Curriculum for Key Stage One or PIVATS and the Cambridgeshire Developmental Journal if children are working below. Children are then put forward to access time-limited interventions, such as 'First Class @ Number' or additional phonics support. Children may also be individually tracked using an Pupil Passport which sets specific targets and is shared and reviewed with pupils and parents once each term.

Once a special educational need is identified for a child, school staff put special provision in place to help the child fill the gaps in their learning. This SEND support is based on a four-part cycle of:

Assess – The needs of the child are assessed by school staff

Plan – Support is planned

Do – The support is carried out

Review – The effectiveness of the support is reviewed

This cycle continues, with the support becoming more detailed and specific if the child continues to have difficulties. At this stage we will also usually draw upon more specialised assessments, advice and support from external agencies and professionals.

Request for Specialist Support:

- The SENCO and class teacher, in consultation with parents, may complete an Early Help Assessment (EHA) to request help from external services
- Advice and/or support is provided by an outside specialist
- Additional or different strategies to those at 'SEND support' are put in place
- Individual targets are devised using recommendations from specialists
- The pupil and parents are involved in regular reviews
- The class teacher and SENCO assess and monitor the pupil's needs and plan future interventions

Request for an Educational Health and Care (EHC) plan:

The local authority is responsible for undertaking the Education, Health and Care needs assessment process following a request from the school. This will occur if a pupil continues to demonstrate

severe, long-term and complex needs and has had considerable input from school and other educational professionals in order to meet their needs. The pupil will continue to be supported through SEND support whilst the needs assessment is in process.

In these cases evidence will be collected and submitted to the local authority where they will consider the need for an EHCP.

Educational Health and Care (EHC) plan:

- The local authority draw up a plan and arrange, monitor and review provision
- The EHC plan will include details of the pupil's special educational needs provision and monitoring arrangements
- Outcomes will be drawn up by the school at the initial meeting and reviewed annually for children in KS1, biannually for EYFS
- The pupil's EHCP will detail both short term outcomes to be achieved in the first year and longer term outcomes to reach by the end of the Key Stage

SECTION 5: MANAGING THE SEND REGISTER

The school keeps an SEND register, which is a record of all those pupils who have been identified as SEND support, are in the process of an EHC needs assessment or have an EHC plan. Reviewed at least termly, the SENCO is responsible for keeping the register up to date and reports changes to the Head Teacher and governors. The decision of whether a child goes onto the SEND register is made collaboratively between class teachers and the SENCO and then a discussion takes place with the parents.

CRITERIA FOR EXITING THE SEND REGISTER

If the attainment gap between a child on the SEND register and their peers has been closed and maintained due to the additional support that had been put in place, they will be removed from the school's SEND register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

The Local Offer:

For information on the Local Authorities provision with regard to supporting children with additional needs and their families, please refer to the **Cambridgeshire Local Offer** – <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Our School Offer:

Please also refer to Eastfield's **SEND Information Report** for more information and answers to frequently asked questions, available on the school website: <http://www.eastfieldschool.co.uk/parents/special-educational-needs-sen>).

Please also see the 'Glossary for SEND Acronyms and Abbreviations' (<https://docs.google.com/file/d/0B0ohdu2dgmsBRjPUXINcXFfaWM/edit>)

Admissions:

Eastfield Infant and Nursery School admits pupils with identified SEND as well as providing for pupils not previously identified as having SEND. Facilities for pupils with SEND including motor/mobility difficulties would be provided within the school building as necessary.

Advice from the Hearing Support Service is followed with regard to pupils who have a hearing impairment.

Pupils with Education Health Care Plans will be included in mainstream classes with support, taught in small groups or individually, as appropriate, to enable them to have access to a suitably broad and balanced curriculum.

Further information regarding admission arrangements can be found on the school website (<http://www.eastfieldschool.co.uk/about-eastfield/applying-for-a-place>) or on the Cambridgeshire County Council website (<http://www.cambridgeshire.gov.uk>).

Transition:

The school works closely with the feeder playgroups/nursery schools and any other professional involved in coming to a decision about the most appropriate provision for pupils with special educational needs.

Likewise when pupils transfer to the next phase, the school liaises with the SENCO of the transfer school, passing on records of pupils with special educational needs. The SENCO at Eastfield is also the SENCO at Westfield, where most children transition into Year 3 at the end of Key Stage 1. This allows for additional support for children with SEND.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

For further information, please refer to the school's 'Supporting pupils at school with medical conditions' policy on the school website (<http://www.eastfieldschool.co.uk/policies-and-governance/school-policies>).

SECTION 8: MONITORING AND EVALUATION OF THE POLICY

The policy will be monitored and evaluated annually by the SENCO, governors, teachers and Head Teacher in consultation with parents of and pupils with SEND and/or disabilities.

SECTION 9: ROLES AND RESPONSIBILITIES

Eastfield Infant and Nursery School sees the inclusion of children identified as having SEND as an equal opportunities issue and we aim to model inclusion in our staffing policies and in our relationships with parents/carers and the community.

Everyone in the school community (governors, staff, pupils and parents) has a positive and active part to play in meeting the educational needs of all our pupils.

Governors:

- To fulfil statutory duties and responsibilities to pupils with SEND, ensuring that SEND provision is an integral part of the school improvement plan;
- To establish and monitor a policy and approach to provision which has regard for the *Code of Practice on the Identification and Assessment of Special Educational Needs and Disabilities*;
- To establish the appropriate staffing and funding arrangements;
- To maintain a general oversight of school's work;
- To participate in relevant training.

Head Teacher:

- To take ultimate responsibility for the provision of children with special educational needs and disabilities;
- To keep the governing body fully informed;
- To work closely with SENCO.

SEND Coordinator (SENCO):

- To ensure liaison with parents and other professionals in respect of pupils with special educational needs;
- To advise and support colleagues in school;
- To support teachers in the writing of independent targets;
- To coordinate provision and ensure that relevant information about individual pupils with SEND is collected, recorded and updated e.g. the SEND Register;
- To contribute to the training of teaching and non-teaching staff;
- To line manage the SEND teaching assistants, organising and allocating their timetables in consultation with class teachers with regard to the individual needs of pupils with SEND;
- To allocate resources where appropriate;
- To write and review the SEND Information report alongside parents and staff.
- To review the Special Educational Needs policy;
- To liaise with other professionals e.g. Specialist Support Teachers, Educational Psychologist;
- To complete assessments, monitor progress, and meet with parents of pupils with SEND as appropriate.

Teaching Staff:

- To be aware of school's procedures for the identification, assessment and provision for pupils with special educational needs and disabilities;
- To plan appropriately for and teach all pupils whatever their need;
- To assess and record progress using the Assess, Plan, Do, Review approach (as per the SEND Code of Practice);
- To supervise and plan measurable programmes of work for any classroom assistants involved in the learning of their pupils, liaising with them regularly;
- To work in partnership with the SENCO, pupils and parents and other agencies;
- To participate in appropriate training.

Teaching Assistants (TAs):

TAs work with the SENCO and teachers to provide support for children with SEND across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

Parents of Pupils with SEND:

In accordance with the SEND Code of Practice, Eastfield believes that all parents of children with SEND should be treated as equal partners. Parents are invited to positively contribute to the processes for devising individual targets and their views are sought for reviews. We encourage active parent participation by providing guidance on how they can support their child's learning at home. The school provides user friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

Pupils with SEND:

Pupils will be encouraged to participate in processes designed to support them including decision making, setting learning targets, contributing to and reviewing their learning plans where appropriate.

SECTION 10: EQUALITY, INCLUSION AND ACCESSIBILITY, INCLUDING EDUCATIONAL VISITS AND OUT OF SCHOOL CLUBS

Eastfield endeavours to make all trips inclusive by planning in advance and communicating with parents. We use places which are accessible and which have made concerted efforts to include children with a wide range of disabilities and needs.

All children are welcome at our lunchtime and Out of School clubs.

Access and inclusion to the environment:

Eastfield has the following special facilities:

- Easy access for all into school;
- Lowered sinks, hand-dryers and toilets;
- Nappy changing facilities in both the nursery and main school buildings;
- Transportable ramp for improved wheelchair access;
- A specially designated toilet for the disabled;
- A disabled parking space;
- A sensory area;
- A Social Inclusion room.

For details of our school's Anti-Bullying policy please see the school website.

SECTION 11: DEALING WITH COMPLAINTS

If parents have any complaint about the special educational provision for their child, or about special educational needs provision generally, they should, in the first instance, raise it with the Class Teacher and the SENCO who will try to resolve the situation. Our school complaints policy is available to view on the school website.

SECTION 12: COMPLIANCE

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

- Equality Act 2010: advice for schools DfE (June 2018)
- SEND Code of Practice: 0 – 25 years (June 2015)
- Schools SEND Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions
- Children and Families Act (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's SENCO in liaison with the school's SEND Governor, Head Teacher, Senior Leadership Team, staff and a focus group of parents of pupils with SEND.

Appendix A

Definition of Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice states:

A child or young person has SEND 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Definition of Disability

The Equality Act (2010) defines a disabled person as someone who has: ***'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'***.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Appendix B

The three tiers of support

