

Hursthead Infant School

Special Educational Needs Policy

At Hursthead Infant School we value the skills and talents of all our children. We have pupils of all levels of ability. Some children are identified as having Special Educational Needs (SEN) and to these children we offer skilled support and small group teaching where appropriate. We always involve parents in discussions about their child's needs and seek the advice of other expert professionals, where appropriate. We are a fully inclusive school and pride ourselves on the success of all our pupils.

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

- **Equality Act 2010: advice for schools DofE Feb 2013**
- **SEND Code of Practice 0-25 (2014)**
- **Schools SEN Information Report Regulations (2014) (called SEN School Offer)**
- **Statutory Guidance on Supporting pupils at school with medical conditions April 2014**
- **The National Curriculum in England Key Stage 1 framework document Sept 2013**
- **The Early Years Foundation Stage (2012)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards 2012**
- **Mental Health and Behaviour in Schools (June 2014 DofE – departmental advice)**
- **Children and Families Act 2014**
- **Stockport Admissions Policy**

The policy was created by the SENCO and Head Teacher of Hursthead Infant School with support from the SEN Governor and in liaison with the SLT, staff and parents of pupils with SEND. It is to be read in conjunction with **the Hursthead Infant School "School Offer" which is available on the school's website under the heading Support for Learners.**

The following school policies should be read alongside this document to provide a broad picture of the views and responses of Hursthead Infant school to the wide variety of issues that can affect children with special educational needs.

- **Hursthead policy on Bullying**
- **Hursthead policy on Disability**
- **Hursthead policy on Safeguarding**
- **Hursthead Accessibility plan**

- Hursthead policy on Medical Needs
- Hursthead policy on Mental Health
- Hursthead policy on Most Able and Talented Pupils
- Hursthead Complaints Procedure Document

These policies are available on our school website and/ or in paper form from our school administrator.

Contacts

The School Offer, available under Support for Learners on our school website, has a comprehensive series of Frequently Asked Questions about SEN at Hursthead Infant School. Should you have any further questions please contact one of the following:

SENCO: Chris Wilson
 Head Teacher: Jane Driscoll
 SEN Governor: Barbara Oxley
 Hursthead Infant School contact number: 0161439 2238
 Email: headteacher@hursthead-inf.stockport.sch.uk

1: Aims and Objectives

At Hursthead Infant School we believe that:

- All children are entitled to have access to a broad and balanced curriculum and this must be planned to take account of and be relevant to their learning needs
- Every teacher is a teacher of **every** child including those with additional educational, social, emotional and physical needs
- All children are entitled to high quality teaching
- All children need adequate and appropriate resources to support their learning
- All children are entitled to an education that equips them with the knowledge, understanding and independence of mind to become a valued and productive member of adult society
- All children are entitled to an education which allows them to reach their full potential
- Inclusion is concerned with improving our school for children, parents, staff and the wider community

We:

- Create a safe, encouraging environment that meets the special educational needs of each child
- Raise the aspirations and expectations of all pupils with special educational needs by setting stretching targets and encouraging high ambitions
- Ensure that the special educational needs of each child are identified as early as possible, assessed as quickly as possible and provided for appropriately at the earliest stage. This may be through in-school interventions or by referral to outside agencies for advice or support

- Identify and support the roles and responsibilities of all staff and agencies involved in providing for children's special educational needs
- Enable all children to access the full range of educational and social elements of the school curriculum, providing differentiated work, specialised support and specialist resources as appropriate
- Closely monitor the impact of any interventions ensuring each child makes maximum progress in their learning and closely tracking their progress towards their individual goals
- Work in partnership with parents using person-centred planning, starting with the child's Personal 1 page Profile (see example Appendix A), to provide the best possible support to both the child and their parents, taking account of the views of the child as appropriate
- Regularly review the child's needs via termly meetings and on-going, close liaison between the child's class teacher, parents, SENCO and Head Teacher
- Maintain clear, factual and up to date records which are made available to all involved including relevant agencies and to the child's next educational setting
- Plan and budget for the maximum use of the school's resources and additional resources

3: Identifying Special Educational Needs

3.1: At Hursthead we believe the purpose of identifying special educational needs is to work out what action the school needs to take in order that the child is supported to make maximum progress and attainment. To do this we take into account the definition of SEN detailed in the SEND Code of Practice (2014) which states:

> A child 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 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**
- **has a disability which prevents or hinders him or her 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 he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

At Hursthead Infants we use the SEND Code of Practice 2014 to identify the four broad areas which give an overview of the range of needs that we plan for

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

3.2: We believe each child is an individual and, as such, the school identifies the needs of each pupil by considering all aspects of the child, not just learning needs. We are aware that many factors impact on a child's progress and attainment and we consider the following aspects when assessing whether a child has special educational needs:

- **Disability**
- **Attendance and Punctuality**
- **Health and Welfare**
- **English as an Additional Language**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After Child**
- **Being a child of Service personnel**

3.3 We build in support and provision to ensure we support the needs of each child as a whole. This may include a combination of emotional, social, mental health, physical health, sensory or communication needs. We promote positive outcomes in personal and social development and support the child to build self-esteem and resilience in a variety of ways (see Hursthead Infant School provision map Appendix B).

4: A Graduated Approach to SEN Support

At Hursthead Infant School we believe that:

- **Early identification of a child's additional needs is vital to ensure the child reaches his/her potential**
- **High quality teaching, differentiated for individual pupils is essential as the first step in responding to pupils who have or may have special educational needs**
- **Our duty is to the whole child and the involvement of parents at the earliest opportunity is key to achieving maximum impact for the child**
- **Teachers are responsible and accountable for the progress and development of all pupils in their class and the management of assistants or specialist staff to support that progress**
- **Children's needs can be complex and understanding the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources including parents, other teaching staff and outside agencies**
- **It is essential for the class teacher and the SENCO to work closely together to assess and plan interventions for each child and monitor the effectiveness of these interventions (see Hursthead Intervention Group Summary Appendix C). This is an on-going process**
- **It is essential the SENCO works closely with parents, agencies and teachers to plan an appropriate programme of support which is then administered by the class teacher, HLTA, TA, LSA or appropriate agency personnel**
- **A regular (at least once a term) process of Assess – Plan- Do- Review is needed to provide challenging targets and to monitor impact of interventions**

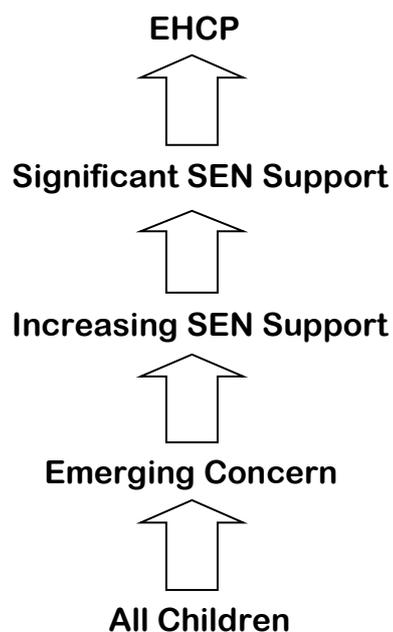
4.1 The following are used to help identify a child at Hursthead Infant School as having a special educational need:

- Concerns raised by a Health Visitor pre-school
- Concerns raised by a child's pre-school setting
- An external agency with whom the child may already be involved such as Speech and Language, Portage (pre-school psychology resource), Paediatrician etc.
- Baseline assessment on entry (this assessment can show if a child is performing below their age expected levels)
- Concerns raised by parents/carers
- Concerns raised by the child's teacher due to lack of progress/progress below the expected level/age related indicators of slow progress
- Concerns raised by practitioners regarding social communication/interaction, emotional or mental health concerns, physical or medical problems

4.2 SEN Procedures at Hursthead Infant School (see also Policy on Mental Health Appendix D)

The school operates the following graduated response (see SEN Support Pathway Appendix E). NB: Should referral to one or more external agencies be appropriate the SENCO will follow the procedures for referral as required by the relevant agency. These may include the use of CAFs, Single Needs Referral Forms or agency specific referral forms as specified by Stockport LA.

Hursthead Infant School hierarchy of graduated response:



- If a concern is raised by any of the above parties (detailed in 4.1), following any necessary assessments by the class teacher, a discussion between the child's class teacher, parents and SENCO will take place. These meetings can take place separately or together, as appropriate to the concern. A record of the discussion can be written at this time
- Interventions/strategies to address the concerns are discussed with parents and SENCO (as appropriate). After the discussion an Emerging Concern sheet is written by the class teacher and a record of the discussion can be written at this time (see Emerging Concern form and Pupil Discussion form Appendix F)
- Appropriate interventions/strategies are put in place asap (see Hursthead Intervention Group Summary document Appendix C and Group Data Collection Sheet Appendix G)) and their impact monitored closely by the class teacher. Depending on the nature of the need, discussion with SENCO and parents can lead to initial assessment by the SENCO or referral to a relevant agency (see Hursthead Provision Map Appendix B)
- All interventions/strategies are monitored and reviewed as appropriate but at least once termly. At the review, all parties decide whether to continue on concern with further interventions (continuing the review cycle laid out)/to implement an SEN Support Plan (see SEN Support Plan document and SEN Meeting Minutes document Appendix H) or to implement an SEN Support Plan and refer to an external agency for further specialist assessment
- Following assessment by the external agency the school will either review the SEN Support plan and include any agency advice given or implement the individual therapy programme and review and amend the SEN Support plan accordingly
- The Assess-Plan-Do-Review cycle continues for each of the above stages with external reviews by the relevant therapist feeding into the SEN Support Plan
- Person centred SEN Support Plan Review Meetings are held between the class teacher and parents, usually with the SENCO and with external agency practitioners/Head Teacher/Learning Support Assistants and any other relevant personnel invited to attend as appropriate
- Outcomes from the SEN Support Plan Review Meetings can include
 - The creation of a new SEN Support Plan at the same level (Increasing or Significant)
 - The creation of a new SEN Support Plan and referral to an external agency for further specialist assessment or advice
 - The creation of a new SEN Support Plan at a different level (i.e. if a child has made substantial progress after an intervention they may move from significant to increased support. If a child shows increasing problems despite high quality teaching and interventions, and has been given support or intervention from an outside agency they may move from increasing to significant SEN Support)
 - The decision to seek an EHCP for the child (following high quality teaching and clearly directed interventions / agency programmes over a period of time)- see Stockport Guidance on referring for assessment
 - The removal of the child from SEN Support (if a child has made substantial progress after an intervention and is now in line with age related expectations and other progress signifiers). They may then

return to Emerging Concern to ensure continued progress over the proceeding period

NB: Parents are closely involved at each stage of this graduated response.

5: Monitoring and Record Keeping

5.1: Monitoring provision, resources and training

- The class teacher, SENCO, SEN governor and Head Teacher regularly and carefully monitor and evaluate the provision we offer all pupils via the use of parent feedback (verbal, regular meetings and school questionnaires), pupil views (verbal, Personal Profiles, end of year questionnaires) and staff discussion (formal and informal)
- The policy and provision for SEN is regularly reported to the school governing body
- The SENCO regularly audits the provision offered by school and uses the annual SEN development plan to address any provision or resource needs (see SEN development plan Appendix I)
- The SENCO attends the LA SENCO network update meetings termly and accesses the Stockport SENCO Forum on a daily basis. The SENCO also accesses advice from NASEN. CPD via courses/training and discussion with experts on the latest provision available, ensures the SENCO is up to date with their knowledge and understanding of the wide variety of SEN issues encountered at Hursthead Infant School
- The Head Teacher and SENCO ensure all new members of staff undertake induction which includes explanation of the systems and structures in place around the school's SEN policy and provision
- All practitioners including class teachers, HLTAs, TAs, LSAs and relevant administrative staff fill in an annual questionnaire regarding any training or revision of training needs they require and these are addressed as efficiently as possible by in house or external training sessions/courses as appropriate
- The class teacher and SENCO monitor the provision for each child on Emerging Concern, Increasing or Significant SEN Support or an EHCP or Statement through regular meetings, at least once a term. These meetings are to analyse, evaluate and set targets using a variety of different strategies, Information on how to motivate and maximise the child's learning will be received from all involved including parents, children, teaching staff and external agencies as appropriate
- The Head Teacher and SENCO monitor the delivery of high quality appropriately differentiated teaching to all children including those with SEN by regular formal classroom observations, feedback and professional development review meetings
- The SENCO and Head Teacher monitor the effective use of the SEN budget, SEN resources and additional monies for individual children, such as Pupil Premium or EHCP budget, to ensure maximum use of the monies available

We believe that the success of the SEN policy is reflected in the following:

- **Children’s results and analysis of their progress using both teacher assessment and summative assessments collated by the class teacher, SENCO and Head Teacher**
- **Children making significant progress as evidenced on their evaluated and reviewed SEN Support Plan targets**
- **The views of parents, children, staff and the governing body**

5.2: Record Keeping and transition

We maintain a school register of all children on

- **Emerging Concern**
 - **SEN Support (both Increasing and Significant)**
 - **An EHCP or Statement of Educational Needs (which will be transferred to an EHCP by Stockport LA within the next 18 months)**
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- **All these registers are updated termly and information from these registers shared with all members of teaching and admin staff including HLTAs, TAs and LSAs. Relevant information regarding a child’s needs are also shared with Midday Assistants**
 - **All children within the SEN Support stage (both Increasing and Significant) and children with an EHCP or Statement are recorded on the schools SIMS system maintained by the school administrative staff**
 - **The relevant class teacher and the SENCO maintain records for each child on the school register including all relevant plans, records of meetings, advice and programmes from external agencies, Personal Profiles and other relevant information. Each child on Increasing or Significant SEN Support, or with an EHCP or Statement also has an individual data collection sheet (see example in Appendix J) to monitor their progress in learning. The child may also have a personal provision map detailing their support (see example in Appendix K)**
 - **On transition, either from teacher to teacher or school to school, a face to face meeting between teachers occurs. During this meeting the child is discussed as a whole and reference is made to the child’s Personal Profile. In addition, in cases of social communication needs, an Individual Transition Plan may be used to give further details of differentiated provision and a clearer picture of how to help the child maximise their learning (see example in Appendix L). The discussion includes the child’s strengths, needs, likes and dislikes, motivating factors, adaptations necessary, relevant history and their academic progress. Documentation is handed over at this time (with electronic records transferred via our administrative officer) and a discussion is held with current targets detailed and information regarding when the next formal review is to be held**
 - **When transitioning between school settings the SENCO will liaise with the receiving SENCO (as well as class teacher meetings) to discuss the**

child/children the new school is receiving and transfer the relevant documentation. In addition, when transferring at the end of Key Stage One from Hursthead Infant School to Key Stage Two at Hursthead Junior School, the Head Teacher meets with the receiving Head Teacher to discuss children on the SEN register and their provision needs. (see School Offer for parental information regarding transition).

6: Roles and Responsibilities

6.1: The Governing Body:

- Our SEN governor is Barbara Oxley who meets regularly with the SENCO and Head Teacher with a focus on SEN issues in the school
- In co-operation with the Head Teacher and SENCO, the governing body determines the school's general policy and approach to provision for children with SEN
- Establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work

6.2: The Head Teacher:

- Our Head Teacher and designated teacher with specific Safeguarding responsibility is Jane Driscoll
- Ensures the governing body is informed of SEN development and provision
- Is responsible for the management of LAC and Pupil Premium funding
- Works closely with the SENCO in developing the day to day management of SEN provision including maximising the use of the budget for SEN, use of Pupil Premium and monitoring the teaching of children with SEN via classroom observations

6.3: SENCO:

- Our SENCO is Chris Wilson is an experienced SENCO
- Is responsible for the day to day operation of the school's SEN policy
- Ensures school keeps up to date records of children with SEN
- Works closely with, liaising and advising, the Head Teacher, governors, senior management, class teachers and support staff
- Maintains close links with parents and families offering support and advice as necessary
- Is closely involved with the strategic development of the SEN policy and provision
- Maintains the "School Offer" and is aware of and contributes to the information available in Stockport's Local Offer in order to inform parents of the provision offered
- Co-ordinates the provision to support children with SEN throughout the school
- Works closely with outside agencies, support services, third sector parties and other bodies including the Educational Psychology service, Occupational Therapy, Speech and Language service, CAMHS, ESSI, EAL service, EDGE

and IASS, Physiotherapy, Inclusion, Learning Support Service, Paediatricians and Behaviour support (for clarification of terms see Appendix M)

- Advises and liaises with class teachers on the assessment, reviews and record keeping for children with SEN
- Monitors and address the CPD needs of all staff, updating them on the SEN register and monitoring the provision of interventions on a regular basis
- Liaises with pre-school settings and Key Stage 2 settings to disseminate information and ensure continuity of provision
- Liaises with the SEN governor with regular meetings
- Works closely with class teachers to draw up and review interventions and Support Plans and to formulate class teacher reports for reviews etc.
- Produces, implements and reviews, in liaison with the Head Teacher, the school's yearly SEN development plan
- Liaises with potential next providers of education to ensure parents and children are informed of their options and to facilitate a smooth planned transition
- Works closely with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act (2010)

6.4: Class Teachers:

- Plan, assess and review support for children with SEN in collaboration with parents, SENCO and child, as appropriate
- Provide high quality teaching for all children in their care
- Set high expectations for all children and aim to teach all children the full curriculum
- Use individualised assessment to set targets which are appropriately challenging
- Plan lessons to address potential areas of difficulty and ensure the removal of barriers to allow all children to achieve

6.5: LSA:

- Works under the direction of the class teacher to support individual children
- Works closely with individual children supporting them either working within the class or outside the class when and if appropriate e.g. if the child requires a quiet space to focus
- Delivers, after training, individual programmes devised by external agencies such as OT or Speech and Language in accordance with the child's SEN Support Plan or individual therapy plan
- Under the direction of the SENCO or class teacher, delivers small group intervention programmes devised by school or external agency e.g. Time to Talk speech and language programme or Motor Skills United OT group programme. In this event they liaise closely with the SENCO and Class Teacher to ensure the group intervention sheet is completed to show impact of intervention
- Liaises closely with the SENCO and therapists to ensure continuity of provision and dissemination of relevant information

- Provides verbal feedback/written reports for children and/or contributes to class teacher reports as necessary
- Attends review meetings as appropriate

6.5: Medical Needs

The Head Teacher is responsible for managing the overall medical needs in the school with a designated First Aid Leader in each year group

7: Funding

- Hursthead Infant School allocates the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its children
- Personal budgets are allocated from the LA's high needs funding block and Hursthead Infant School will continue to make SEN provision from its own budgets, even if a child has an EHCP
- The Head Teacher is responsible for the SEN budget and works in liaison with the SENCO with regard to the provision of need throughout the school

8: Policy review

This policy is reviewed annually. It will be reviewed July 2018.

9: Appendices

- A: Personal 1page Profile
- B: Hursthead Infant School Provision Map
- C: HHIS Intervention Group Summary Information
- D: HHIS Policy on Mental Health
- E: HHIS SEN Support Pathway
- F: HHIS Emerging Concern Form and Pupil Discussion Form
- G: HHIS Group Data Collection Form and MSU Data Collection Form
- H: HHIS SEN Support Plan document and SEN Meeting Minutes document
- I: HHIS SEN Development/Action Plans
- J: HHIS Individual Data Collection Form
- K: HHIS Personal Provision Map/Timetable
- L: HHIS Individual Transition Plan
- M: Clarification of terms and abbreviations