

# Hillshott Infant School and Nursery

## Special Educational Needs and Disabilities (SEND) Policy

2024



The responsibility for updating this policy lies with the SENCo in consultation with the head teacher. The policy will be reviewed every year in consultation with the governing body.

## **1 Introduction**

**1.1** This policy was reviewed and updated in March 2024 in line with the Special Educational Needs and Disability Code of Practice: 0 to 25, July 2014.

**1.2** Hillshott Infant School and Nursery provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. Staff devise a curriculum to enthuse the children and plan suitable learning challenges which respond to children's diverse learning needs. Some children may have barriers to their learning that require particular actions by the school.

**1.3** These requirements are likely to arise as a consequence of a child having special educational needs or disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children thus enabling them to participate effectively in curriculum and assessment activities. Such children may need additional or alternative support.

**1.4** Children may have special educational needs (SEN) either throughout or at any time during their school journey. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

**1.5** The SEND Code of Practice 2014 states that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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

There are four broad areas of need in the Code of Practice (2014). See Appendix A for a summary of these areas.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

**1.6** Disabled children and young people  
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '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'. '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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Similarly, some children may not have SEN but there may be other factors that hinder their progress and attainment such as attendance, welfare and children in care.

## **2 Vision**

**2.1** At Hillshott Infant School and Nursery we welcome children of all backgrounds, including those with SEND. We have high expectations for all children and endeavour to ensure they make progress in their academic as well as their social, emotional and physical development.

**2.2** SEND is a responsibility shared by the whole school and all members of the school community. We are keen to seek support for our staff, parents and children with SEND at the earliest opportunity. We are empathetic to the needs of our children and families and maintain an inclusive ethos throughout everything we do.

**2.3** Our school values of being kind, respectful, active, curious and determined help inform our thinking about curriculum, classrooms and the care, guidance and support we provide for our children. The wellbeing of our children is paramount, and central to many of the approaches we take. We believe that if children feel happy, safe and secure then they will make good progress in school.

**2.4** A shared vision of inclusion permeates the majority of our policies. We make reasonable adjustments for our children in lessons, at break times and on educational visits and provide tailored support for children with SEND when required.

## **3 Objectives**

**3.1** The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEND and remove barriers to learning. In order to do that, we will:

- identify the needs of each child and create an environment that meets their specific needs and helps to overcome their barriers to learning
- ensure that all children, regardless of need receive appropriate educational provision through a broad, balanced and tailored curriculum

- work in partnership with parents, carers, staff, outside agencies and the child to ensure their voice and opinions are considered
- identify the roles and responsibilities of staff in providing for children's special educational needs and offer training and advice to support quality teaching
- enable all children to have full access to all elements of the school curriculum and to make positive contributions to school life
- raise achievement of all children
- ensure that the responsibility held by all staff and governor for SEND is implemented and maintained

#### **4 Access to the curriculum**

**4.1** We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**4.2** Teachers help children to access the curriculum by:

- adapting their whole class teaching and scaffolding learning for individuals or groups of children
- planning for all children to participate in learning, using a range of visual, auditory and kinaesthetic approaches
- helping children to regulate their emotions so they can take part in learning effectively and safely
- providing additional support for children who need extra help with their learning, communication, social, wellbeing, sensory or physical needs
- teaching children strategies to enable them to work independently
- planning targeted interventions and setting measurable targets for children to achieve throughout the year
- Sharing information with parents so they can help to support their child at home
- ensuring support staff are aware of children's needs and offer guidance on how to support them
- observing and implementing good practice
- celebrating children's strengths, abilities and progress
- providing an environment where children feel able to learn; This will usually be in their classroom but may include other areas of the school depending on the needs of the child.

**4.3** Please see our Accessibility Plan on the school website for further information on how we are helping children with SEND access the curriculum.

#### **5 Identification, monitoring and review**

**5.1** If a child has been diagnosed with a special educational need or medical condition, parents are encouraged to inform the school as soon as possible to ensure the right support can be put into place. If parents are concerned that their child 'may' have special educational needs, they are encouraged to speak to the class teacher or special educational needs coordinator (SENCo) so that their child can be monitored in school through observation and assessment (See Assessment policy for further information).

**5.2** If school observations and assessments indicate that a child may have SEND, the child's class teacher will apply reasonable adjustments and/or offer supportive interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will share this information with parents, usually during the termly consultation process, discuss next steps and involve them in their child's learning. The Special Educational Needs Coordinator (SENCo), if not already involved, will offer support and guidance and refer the child for further assessment if required.

**5.3** Provision maps, intervention records and child progress meetings confirm the support that children receive in school. If concerns are still raised after at least one term of implementing reasonable adjustments and/or interventions, then it may be necessary to place the child on 'SEN support' and/or seek advice from outside agencies. In most cases, teachers will draft an individual education plan (IEP) outlining the desired outcomes for the term and the personalised support that will be put into place to help the child achieve them. If the school and parents both feel that the child would benefit from a referral to an outside agency, such as 'speech therapy' or 'behaviour support', a referral can be made by the school SENCo.

**5.4** Tiers of Support - we have a graduated response to need using three tiers of support for children, as described below:

Tier 1: High quality teaching for all children (universal)

Tier 2: Small group or additional interventions for children who may need help temporarily with their learning, communication, emotional wellbeing or physical development (targeted)

Tier 3: Individual and highly personalised interventions and provision for children identified as needing SEN support, usually with external agency involvement (specialist)

Please see our whole school provision map on the school website for a breakdown of the provision we offer.

**5.5** If the child continues to make minimal or no progress after at least two terms of SEN support being in place, parents have the option to apply for an Education, Health and Care Needs Assessment (EHCNA) through the Local Authority. Further information can be found on the Hertfordshire local offer.

**5.6** If a request for an EHCNA is made and accepted, the local authority will liaise with the school, parents and relevant outside agencies to draft a statutory plan for school to follow, which will be reviewed at least once a year.

## **6 Roles and Responsibilities:**

### **6.1 The Role of the SENCo**

- manages the day-to-day operation of the policy, working closely with the Headteacher, class teachers and outside agencies
- updates the School's Local Offer (SEN Information Report)
- co-ordinates and reviews the progress of children with SEND with staff, children, parents and offers advice, support and/or signposting
- oversees the records of all children with SEND, ensuring these are stored securely and organised in a way that makes the information easy to find when required
- prepares and completes necessary paperwork including referrals, funding applications and requests for EHCPs
- arranges and attends annual review meetings for children with EHCPs, preparing paperwork to reflect next steps;
- monitors and evaluates the impact of interventions and SEND provision
- monitors the rate of progress of children with SEND
- manages a range of resources, including staffing, to enable appropriate provision to be made for children with SEND
- ensures that adequate training is provided to all or specific staff in order to support identified needs or groups of children
- organises and attends/oversees transition meetings with parents, staff and other schools
- ensures the transfer of SEND information to the children's next setting at times of transition
- provides termly information about the school's SEND provision and data to governors
- liaises with the SEND governor

### **6.2 The Role of the Headteacher**

- works closely with the SENCo to ensure responsibilities are being met
- ensures that the policy is implemented
- keeps governors fully informed of school developments in relation to SEND
- liaises with parents, children and outside agencies in conjunction with the SENCo when required
- ensures that the correct procedures and paperwork are maintained
- arranges and attends half termly child progress meetings
- updates the school development plan (SDP) and school evaluation form (SEF) with relevant SEND data

### **6.3 The Role of the Class teachers**

- are fully aware of school's procedures for identifying, assessing and implementing provision for children with SEND
- plans to meet the needs of individual children in the class through adaptive teaching and scaffolding learning where required
- observes, assesses and identifies children that may have SEND
- liaises with parents and SENCo regarding appropriate support and next steps for these children
- creates and deliver provision set out in IEPs, speech and language programmes or therapeutic behaviour plans
- reviews IEPs and interventions at least termly
- discusses desired outcomes and progress with parents and children
- works closely with support staff and oversees their work with the children
- contributes to reports and provides information for referrals or the EHCP process
- prepares information for parent consultation evenings and individual meetings as needed

#### **6.4 The Role of Teaching Assistants**

- develop positive relationships with children
- promote high standards of behaviour and school work
- support and assist staff with the educational, physical, social and pastoral needs of the children
- support children by leading group and individual interventions
- scaffold learning using verbal, visual or written methods to prompt and engage children in specific tasks
- implement specialist advice and deliver suggested programmes of work, with support from the class teacher or SENCo
- to develop strategies to support children with SEND through peer observations and training

#### **6.5 The role of the Governing Body**

- has due regard to the Code of Practice when carrying out its duties toward all children with SEND;
- identify a governor to have specific oversight of the school's provision for children with SEND
- Help to secure the necessary provision for any child identified as having SEND
- ensure that the Headteacher and SENCo are aware of the importance of providing for these children
- ensure that parents are notified of any decision by the school that SEND provision is to be made for their child
- monitors SEND regularly via the SENCos termly report
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel
- The SEND governor meets termly with the SENCo

### **7 Allocation of resources**

**7.1** The Headteacher is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHCPs. The funding for such children comes from the notional SEND budget and high needs top-up funding. The Child Premium Grant is used in a variety of ways to support all children who are eligible (see PPG funding information)

**7.2** The Headteacher informs the governing body of how the funding allocated to support children with SEND has been deployed.

**7.3** The Headteacher and SENCo regularly assess the progress and impact that supportive interventions for children with SEND have made in order to inform future decisions with regard to support and resources.

**7.4** From September 2020, children with an EHCP may be eligible for High Needs Funding to allow their statutory provision to be implemented. This will be decided by the local authority and reviewed at every EHCP review. Funding will cease if it is decided that the child's needs can be met through the school's own resources, or when the child attends specialist provision.

**7.5** If a child without an EHCP requires a high level of adult support and this has been agreed and evidenced by various stakeholders including staff, parents and external agencies, the school can apply to the local authority for Local High Needs Funding; this however, is not always guaranteed.

## **8 Partnership with parents**

**8.1** The school works closely with parents of children with SEND. We encourage an active partnership through an ongoing dialogue with parents and actively seek parental consent before referring to others for support.

**8.2** We encourage parents to discuss any concerns they have about their child with the class teacher, however a meeting with the SENCo can be requested if necessary.

**8.3** Class teachers hold termly meetings with parents to discuss their child's progress in school and review next steps.

**8.4** IEPs are shared with parents termly and home learning is encouraged to help the child achieve their targets.

**8.5** Parents and children are supported at transition times (between year groups, key stages or settings) through parent consultations, workshops, new to class parent meetings, specific meetings with new school and advisors, visits to new classrooms and transition visits to new settings. Transition leaflets with photographs of the new classroom, teacher and supporting adults will usually be provided to children with SEND before the start of a new academic year. See Transition Policy for further details.

**8.6** Any parents of children with SEND who are experiencing difficulties in other areas of their life e.g. mental health, financial strain, family breakdowns etc. are encouraged to speak to our Family Support Worker who will be able to signpost parents to services that may be able to help and support the family.

## **9 Children's participation**

**9.1** For children with SEND, their views usually collected prior to setting up an IEP, EHCP or before submitting a referral. A pupil profile or smiley face chart is used to record this information depending on the needs of the child.

**9.2** Teachers are encouraged to discuss children's IEP targets with them so that they have the opportunity to share their views, say what will help them or how they have progressed. We recognise success here as we do in any other aspect of school life.

**9.3** All children with SEND are included in all school activities, including clubs, trips and special events and appropriate provision is made for them.

**9.4** Our school has a School Council which actively seeks the views of all children in each class towards making our school a better place for all.

## **10 Admissions and Inclusion**

**10.1** We admit children with special educational needs and make provision for children not previously identified as having SEND.

**10.2** Children with SEND but without an EHCP will be treated as fairly as all other applicants for admission on the basis of the LA's published admissions criteria.

**10.3** Children with SEND are included within our mainstream classes where the statutory infant class size limit is 30. However, there may be a period when the Local Admissions Authority admits a child with an EHCP during a school year and the class size could go beyond this limit.

## **11 Staff Development and Working with Other Professionals**

The school promotes opportunities for all staff, both teaching and non-teaching to develop their ability to meet children' individual needs.

**11.1** Examples of how this can be done in practice are:

- Individual consultations with the SENCo
- Specific issues relating to SEND are discussed at staff meetings or through training / INSET as needed.
- Observations of colleagues to develop strategies to support children with SEND
- Visits other provisions to observe strategies and resources

- Specific training courses or advice from external agencies (e.g. physiotherapists)
- Transition meetings

**11.2** Staff training may be provided in-house, or by the following agencies to help us address specific issues relating to special educational needs:

- Woolgrove Outreach
- SpLD Advisory Team
- Hearing, Vision or Physical & Neurological Impairment Team
- Educational Psychology
- Speech and Language Therapy
- North Herts Primary Support Service
- Speech, Language, Communication and Autism Advisory Service
- Occupational Therapy / Physiotherapy
- Wellbeing services e.g. NESSiE
- Public Health Nursing team

## **12. Arrangements for complaints**

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels that their concerns have not been addressed, should ask to speak to the SENCo or Headteacher. For a problem that may need time to be explored fully, parents/carers should make an appointment.

In the event of a formal complaint parents should follow the procedure in the School's Complaints policy.

## **13. Relationship to other policies**

This policy should be read in conjunction with other school policies such as the Teaching and Learning policy, the Assessment policy, Supporting Children with Medical Conditions Policy, Transition Policy, the SEN Information Report and the Accessibility Plan.

**Date:** **March 2024**

**Review date:** **March 2025**

## APPENDIX A

### **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 in their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **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.

At Hillshott we have clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other children.

### **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 rehabilitation 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.