



**Hatherley**  
INFANT SCHOOL

# Special Educational Needs and Disability (SEND) Policy

Agreed: October 2020  
Review: October 2021

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

[admin@hatherley-inf.gloucs.sch.uk](mailto:admin@hatherley-inf.gloucs.sch.uk)

## Introduction

This policy is a statement of the aims, principles and strategies to ensure the effective provision for children with Special Educational Needs and Disabilities (SEND) at Hatherley Infant School and Nursery.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Schools SEN Information Report Regulations \(2014\)](#)

The policy complies with the Equality Act 2010.

It follows the 'Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25) with Additional Needs including Special Educational Needs and Disabilities.'

## Aims

The school aims for all children to 'Be successful learners' providing an inclusive environment where each child is nurtured and supported to reach their full potential.

To fulfil this we will:

1. Provide a secure, stimulating environment where children can learn, grow and develop to their full potential.
2. Ensure that each child is valued and respected.
3. Develop the ability of children to deal responsibly with social, spiritual and moral issues.
4. Encourage pupils to value and respect people from all cultures and communities.
5. Establish open and respectful communication between pupils, teachers, parents and the wider community.

In order to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet their individual needs, overcoming any barriers to learning.
- Are assessed using appropriate assessment tools and guidelines to identify gaps and provision is identified to address this.
- Where reasonable adjustments are made to ensure all pupils have equal access to the full curriculum.
- Social emotional needs and mental health needs are addressed.

## Special Educational Needs and Disability

The Children and Families Act 2014 places pupils and families at the centre of planning. The key principles are:

1. Pupils and their families should be involved in discussions about the support they require, building effective working partnerships with school.
2. Education, Health and Care plans (EHC plans) follow the EHC guidelines.
3. A single school-based category for children who need additional specialist support, is identified as SEN Support.
4. All teachers are responsible for the progress of SEND pupils in their class using a Graduated Approach of **Assess, Plan, Do** and **Review**, with support and advice from the SENCO (Special Educational Needs Co-ordinator).

## Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

*(The SEND Code of Practice, 2014.)*

They have a disability as defined under the Equality Act 2010, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The 'Code of Practice' has four main areas which cover Special Educational Needs or Disability. These areas are:

**1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

**2. Cognition and Learning**

Support children who learn at a slower pace than their peers, even with appropriate differentiation.

**3. Social, Emotional and Mental Health**

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 behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**4. Sensory and /or Physical Needs**

Some children or 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.

## **Our Approach to teaching pupils with SEND**

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with Special Educational Needs and Disabilities. All pupils have access to a broad, balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development. We support all pupils to become confident, resilient and independent learners.

Teachers build on prior learning whilst having high expectations of all pupils. Assessments identify what children know and the next steps in their learning. Any gaps or barriers in learning are identified and additional support or interventions are provided to address these in Termly pupil progress meetings with the Head Teacher and Inclusion Lead. The impact of these interventions reviewed termly. Some of the support could be additional resources, adult support or specific short term intervention.

## Identification of Children with Special Educational Needs and /or Disability

Children may be identified as having Special Educational Needs and/or Disability (SEND) using a variety of information including:

1. Liaison with Pre-school group/ nursery/ previous school
2. Child performing below age related expectation
3. Concerns raised by Parent/Carer
4. Through termly Pupil Progress Meetings held between the Teachers/Head teacher/Inclusion Lead
5. Concerns raised by the teacher that social emotional and mental health need is affecting performance and progress
6. Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
7. Health diagnosis through paediatrician/doctor
8. Discussion through Parent/Teacher reviews
9. Using Local Authority guidelines following the Gloucestershire 'Graduated pathway'

At Hatherley Infant School and Nursery, we recognise the importance of early identification of SEND which improves the long term outcomes for children. As a school we measure children's progress against national and age related expectations. The class teacher continually assesses each child and records areas where further support is needed. As a school, we track children's progress from entry in Early Years Foundation Stage through to Year 2, using a variety of methods to ensure at least expected progress is being made.

Children who are not making expected progress are identified through our termly Pupil Progress Review meetings with the Class teacher, Inclusion Lead and Head Teacher. Any barriers to learning and additional support required to close gaps in attainment or address specific needs are identified. Where barriers to learning continue to impact on a child's progress, they may be placed on the SEND register with Parents agreement. Additional needs or barriers to learning are also monitored including:

- English as an Additional Language
- Disadvantaged Pupils receiving Pupil Premium
- Attendance and Punctuality
- Being a Looked After Child
- Medical or Physical needs or Disability
- Health and Welfare
- Being a child of Serviceman/ woman

The Inclusion Lead, Kali Rama, will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher is responsible for the progress of all children including pupils with SEND in their class. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts and reviewed regularly and during Parent /Teacher reviews.

## Addressing Special Educational Needs and or Disability (SEND)

Teachers are aware that children have different learning styles and incorporate a multisensory approach into their Quality first Teaching, including the use of visuals, demonstrations, practical activities, interactive elements using ICT where appropriate. Pupils may be provided with additional resources or support in the classroom.

The benefit of this type of differentiation is that all children can access a lesson and is referred to as **Universal** approach.

For some children these approaches will not be sufficient to meet their special educational needs and they will require more targeted support and intervention. These are referred to as **Targeted** or **Specialist** approaches.

Provision at a **Targeted** or **Specialist** level for children who have been identified as having Special Educational Needs or Disability should not be seen as a substitute for high quality teaching.

The school provides a graduated approach of **Plan, Do, Assess** and **Review** to support pupils with SEND. Any additional support and/or interventions which may be provided are closely monitored and reviewed.

## Adaptions to the curriculum and learning environment

We work closely with outside agencies including Health care professions, Educational Psychologist and Advisory Teaching Service following recommendations including resources and strategies.

We make the following adaptations to ensure all pupils' needs are met:

- Additional support is provided to improve access to the curriculum, for example, by grouping, 1:1 support, content of the lesson, adapting outcomes
- Providing additional resources for example word mats, practical apparatus for maths
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Providing an individual work station, safe space, calming box, ear defenders, movement breaks, visual timetables, individual schedules, visual cues for children with social communication needs
- Providing routines and preparing children for any changes to support children with social emotional needs

## Working in Partnership with Families and Pupils

The school uses Parent/Teacher Reviews where an emphasis is placed on a partnership approach between Parents/Carers and school. Individual outcomes, levels of attainments and details of any interventions are shared. Parents/Carers are advised how to support their children in the termly curriculum plans for each year group.

Your child may have individual outcomes which are detailed on their My Plan/ My Plan Plus if they have been placed on the SEND register, which will be reviewed termly.

We offer an open door policy where you are welcome to make an appointment to discuss with the class teacher, Inclusion Lead or Head teacher any concerns you have about your child's progress.

If your child has complex SEND they may have EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress.

Additional information on the provision for SEND children can be found in the school's SEN Information Report.

The school follows Gloucestershire County Council's admission's arrangement.

## **Pupil Voice**

We value children's views on all aspects of school life. One of the ways we do this is through the School Council which has an open forum for any pupil issues or viewpoints to be raised. There is also an annual pupil questionnaire with all Year 1 and 2 children.

If your child has an EHC Plan then their views will be obtained before any meetings and they are encouraged to participate in their Annual Review. Pupils with identified SEND will have individual Pupil Profiles which gather their views about their aspirations, what helps and hinders their learning.

## **Support for children's Social Emotional Health and Well-being**

Hatherley Infant School and Nursery is an inclusive school which welcomes and celebrates diversity. All staff appreciate the importance of building self-esteem and emotional well-being so that every child feels valued and respected.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and should be contacted via the school Office. In addition, all classes follow the Pink (PSCHE and Safeguarding) curriculum to develop pupils Social Emotional and Mental Health.

If a child has social emotional difficulties, a Behaviour Support Plan would be used to identify specific strategies, rewards and sanctions, which will be agreed with Parents/Carers. After any significant incident we support children to reflect on their behaviour. This helps to identify why the incident has happened and what the child can do differently.

We promote positive friendships through PSCHE, Circle Time, Circle of Friends or Helping Hands.

Parents can also contact the Inclusion Lead to seek additional support for behaviour e.g. establishing routines, and sign-posting to outside agencies.

## **Pupils with physical needs**

We work closely with a range of Health professionals including Physiotherapists, Occupational Therapists, Speech and Language Therapist, School Nurse Service, as well the Advisory Teaching Service. These services offer advice, assessments and staff training as needed.

The school building has an accessible toilet and ramps installed to support access into and around the school building.

Multi-agency meetings are arranged at times which allow parents and carers to attend. We value what parents/ carers tell us about their children. These meetings will follow Covid 19 guidelines and risk assessment.

Please refer to Medical Conditions policy for additional support for pupils with medical needs.

## **SEND training**

Our Inclusion Lead, Kali Rama, is fully qualified and accredited with the National Award for Special Needs Co-ordinators.

All staff have regular training which has been identified through the School Development Plan. Teaching Assistants have training on delivering interventions used in school.

The Inclusion Lead attends SENCo cluster meetings and training courses where appropriate. School staff attend training organised by the LA and other external agencies such as partnership groups.

Recent training has been around Developmental Trauma, Trauma- Informed Approaches and Resilience.

## **School trips and extra-curricular activities**

All children are included in all parts of the school curriculum including extra-curricular activities and school trips, where reasonable adjustments can be made. A risk assessment is carried out prior to any off site activity to ensure all health & safety considerations are addressed.

## **Transition**

Parents of new children are encouraged to contact the school prior to starting.

Any children who find “change” difficult are prepared for any transition. A range of strategies will be put into place depending on their needs including the use of transition book/plan.

Many of our ‘feeder’ junior schools run a programme specifically tailored to aid transition. We liaise closely with Junior school staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs and an Education, Health Care Plan, transition will be discussed as part of the annual review.

## **Inclusion Lead (Special Educational Needs Co-ordinator SENCO)**

The school’s Inclusion Lead, Kali Rama, works closely with the Senior Leadership Team all staff in school, parents, outside agencies. They have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and or Disability and Additional Needs including English as an Additional Language, Medical, Disadvantaged and More Able pupils. Support is available through:

1. Giving advice on issues related to the above
2. Meeting with Parents/Carers to discuss any concerns they may have about their child’s development or learning difficulties
3. Assessments of individual pupils to identify need
4. Referrals to a range of other professionals such as:
  - The Advisory Teaching Service including Communication and Interaction, Physical Disability Team
  - The Local Authority SEN Caseworker Team
  - Children and Young Peoples Service
  - The National Health Service including the School Nurse, Occupational Therapist, Physiotherapist, Speech and Language Therapist

- Educational Psychology Service
5. Monitor the impact of interventions within the school.
  6. Monitor the support provided by Teaching Assistants supporting pupils with an EHC plans.

## **Governors**

We have a governor who is responsible for SEND/ Inclusion. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Teacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

## **The Head Teacher**

The Head Teacher, Mrs Bunce will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Class Teacher**

Each class teacher is responsible for:

- The progress and development of every pupil in their class including SEND pupils following the graduated pathway
- Oversee the support provided by Teaching Assistants and interventions for individual children and how they can be linked to classroom teaching
- Work with the Inclusion Lead to review each pupil's progress and development and decide on any changes to provision for pupils with SEND and Any Additional Needs
- Complete SEND paperwork including My plan
- Share My plans with parents and any additional support in place for children with SEND needs and Any Additional Needs
- Complete any additional SEND paperwork to identify and assess pupils, contribute to My Plan Plus and EHC plans

## **Complaints**

Regular communication between school and home will ensure that any concerns are promptly addressed. Any concerns should be raised in the first instance with the Inclusion Lead/SENDSCO. Parents who have a complaint about the school's SEND provision should follow the school's complaint procedure.

## **Who can I contact for further information?**

Your main point of contact should always be the class teacher, but you are welcome to speak to the Head Teacher, or the Inclusion Lead, by contacting the office and making an appointment. You can also get further information by looking at our Policies.

**Linked Policies**

▪ Curriculum	▪ Teaching and Learning
▪ Safeguarding and Child Protection	▪ Assessment
▪ Pupil Behaviour and Discipline	▪ Disability Equality Scheme and Disability Accessibility Plan for Pupils
▪ Inclusion	▪ Complaints Procedure