



## Henleaze Infant School – Special Educational Needs Policy

This policy reflects the following legislation:

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **SECTION 1:**

The development and monitoring of the school's work on Special Educational Needs (SEN) will be undertaken by the Special Educational Needs Coordinator (SENCo) of Henleaze Infant School, Mrs Nicola Burbridge.

Henleaze Infant School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

This policy has been developed by and consulted with the schools stakeholders, including parents, families, and it reflects the SEND Code of Practice, 0-25 guidance (2014)

### **SECTION 2**

#### **AIM**

At Henleaze Infant School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Henleaze Infant School sees the inclusion of children identified as having "special educational needs" (SEN) as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. The school's one aim is 'Outstanding Learning for All' and this is reflected in all areas of our practice.



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### Objectives:

- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children who have special educational needs.
- To monitor the progress of all pupils; to identify needs as they arise and to provide appropriate support.
- To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO and support staff as appropriate. (*\*Except where disapplication, arising from an EHCP occurs. Disapplication is very rare and we aim to offer the full curriculum to all our pupils.*)
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN Support.
- To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of a wide range of children.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of Key Stage 2.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

### Arrangements for co-ordinating SEN provision:

- The SENCO will meet with class teachers to discuss additional needs, concerns and to review Individual provision for children with complex needs and identified as having SEN Support.
- At other times, the SENCO will be alerted to newly arising concerns.
- The SENCO will discuss issues with the class teacher through SEN staff meetings.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, eg, differentiation, varied teaching styles.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by Teaching Assistants (TAs) and Learning Support Assistants (LSAs) throughout the school. The support provision map is reviewed regularly by year group leaders, the SENCO and the Headteacher in line with current pupil needs, educational initiatives such as English and Mathematics strategies and the budget. Additional support is funded through individual allocations from the local authority Special Educational Needs department.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.



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### **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching Pg. 88 Section 6.37 onwards.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Each pupil is assessed on entry to each Year group, building on information from previous settings and key stages where appropriate. At the same time, class teachers and the SENCo consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

After the initial assessment, class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. This then identifies pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) supportive teaching strategies or other rigorous interventions designed to secure better progress are put in place, where required. The pupil's response to such support can help identify their particular needs.

The new SEN Code of Practice categorises needs in 4 ways;

1. Communication and Interaction
2. Cognition and Learning
3. Social emotional and mental health difficulties
4. Sensory and/or physical needs



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### **Broad areas of need as quoted from the SEN Code of Practice, 2014 Page 86**

#### **Communication and interaction**

6.28 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.

6.29 Children and young people with Autistic Spectrum Disorder (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**

6.30 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.

6.31 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**

6.32 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.

#### **Sensory and/or physical needs**

6.34 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



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difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 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 children may get support for their learning as circumstances may impact on their progress and attainment for reasons other than SEN. This could be for one of the following reasons and is covered in the schools Inclusion Policy;

- 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 SEN)
- 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 SEN Support**

The way in which we identify children who have an SEN is based upon the Assess, Plan, Do and Review process of the SEN Code of Practice. Throughout the whole process, Parents will be informed and involved in planning the next steps and the long-term outcomes to enable progress.

#### **Assess**

At Henleaze Infant School we provide outstanding teaching and learning for our children. This quality first teaching in our school and the role of the class teacher/subject specialist teacher in providing for all pupils is key to the progress of the children. 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 SEN as additional intervention and support cannot compensate for a lack of good quality teaching.

At Henleaze Infant School we regularly and carefully review the quality of teaching 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 SEN most frequently encountered.

#### **Plan**

If a child is not making satisfactory progress, then a process starts which involves the teacher and SENCO. They will consider all of the information gathered from within the school about the pupil’s



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progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials as well as teacher assessment.

For higher levels of need, we will draw on more specialised assessments from external agencies and professionals through the referrals procedures outlines by each profession.

### **Do**

If a child is requiring additional support to that of in class differentiated teaching, a child will be given the opportunity to work within a small booster group. This booster group will allow the child to work in a small space with a small group of children on specific targets which are discussed at the planning stage of the process. This small group may include strategies such as Letters and Sounds, Read Write Inc, Numicon or other programmes to support learning.

### **Review**

Each term class teachers assess the progress of the children. This includes children in booster groups. If a child is not making the progress expected within a booster group, they may have the opportunity to be part of an SEN Support group or to be assessed by an outside specific agency. However, if their rate of progress has maintained or excelled, they may stay within the booster group with additional targets or continue as part of whole class provision.

The Assess, Plan, Do, Review cycle will continue to identify strategies to support learning.

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER**

Pupils identified as having SEN Support will be placed onto a register. This register will then be accompanied by an individual provision map and regular targets set. The provision map and targets are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively and what is to be achieved within an agreed time frame. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

Those children who have more complex need and EHC Plan, will also have an IEP. This is reviewed three times a year which includes an annual review with professionals involved with the child.

The progress of all pupils is reviewed three times a year as part of Pupil Progress Meetings alongside the Head and SENCo. Within the meeting, the children identified as having SEN Support will be discussed in terms of how the additional provision is working for them and in what way the 'School's Offer' (appendix A and B) could support them further.

If we as a school could no longer support a child through our own 'School Offer', additional support would be sought through the local authority 'Local Offer' as to what would be appropriate. If this were to happen, further support would be sought from outside agencies and the local authority's SEN Team alongside an Annual Review meeting or EHC Plan review. The outcomes of this meeting could detail further strategies for the school to put in place, additional agency support, additional funding to be applied for from the High Needs top-up panel, or additional support for an alternative provision. The needs of a child are assessed against the Bristol Universal Descriptors (BUDs) and support the process for additional funding streams. These can be discussed further with the SENCO and more information sought from the Bristol City Council Website link below

<http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>



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### **SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

The SEN Support register is monitored and reviewed as part of the Pupil Progress Meeting process. Children will be discussed and it would be decided if they were to continue to be on the SEN register or whether they were able to progress as part of the Wave 1 provision. This would also be discussed with parents and children.

### **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

The Bristol City Council Local offer can be found on the following website;  
[www.finabilitybristol.org.uk](http://www.finabilitybristol.org.uk)

Henleaze Infant School 'School Offer' and 'SEN Information Report' can be found on our school website; [http://www.henleaze-inf.bristol.sch.uk/special\\_education](http://www.henleaze-inf.bristol.sch.uk/special_education)

Other links to support networks can be found at <http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>

This website also holds additional information on the admission arrangements and access to support for travel to school.

For additional questions please contact the SENCO directly.

### **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Henleaze Infant 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 children may also have special educational needs (SEN) 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 (2014) is followed.

Henleaze Infant School has an 'Administration of Medicines' policy to support these children to access medicines in order to continue their learning. This can be found in the downloadable documents part of the schools website. As a school we also follow the guidance 'Supporting pupils at school with medical condition-Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' (April 2014). This can be found on

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

### **SECTION 9: MONITORING AND EVALUATION OF SEND**

The school regularly monitors and evaluates its SEND procedures and practice. Each term the SEN Governor visits to critically challenge and support the SENCO in this process and then informs the governors of any updates. In preparation for this visit, the SENCO leads a staff meeting with all staff to monitor and evaluate the practice with individual classes and specific children. All of this information is collated and also informs the 'assess, plan, do and review' process.



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### **SECTION 10: TRAINING AND RESOURCES**

SEN is funded through the schools delegation from the Local authority. Some children may have a specific budget and individual costed provision maps are created for those children. Other SEN funds are also allocated specifically and detailed in the costed whole school Provision Map.

Within this budget it caters for not only the resources required for a child to access learning but also for staff training. The training needs of staff are identified through the assess, plan, do, review process for SEN and also as part of Performance Management. This is in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **SECTION 11: ROLES AND RESPONSIBILITIES**

The SEN Governor visits each term to compile a report to be shared at the Pupil support and Standards committee which then informs the Full Governing Body. This provides support and challenge to the SENCO and the schools assess, plan, do and review process for SEND.

The SENCO monitors and coordinates the provision for children identified as needing SEN support or an EHC Plan or Statement.

Learning Support Assistants work within their year group team and are line managed by both the Year group leader as well as the SENCO

We have a Designated Teacher with specific Safeguarding responsibility, Mrs Browne.

### **SECTION 12: STORING AND MANAGING INFORMATION**

All documents regarding children with complex needs are stored appropriately in line with the schools procedures on information management. When a child leaves the school, their documents are passed onto the following school either electronically or physically. Documents that are no longer needed but that include any of the child's details are destroyed through confidential waste. Electronic files are kept on the schools secure computer system. Files which include printed documents are stored in the child's folder in a filing cabinet in a locked room. Class Teachers, support staff and the SENCO can access these documents as required within the secure room.

### **SECTION 13: ACCESSIBILITY**

#### **Statutory Responsibilities**

Henleaze Infant School is a single site school which is built on one level. Entrance to the building is through the main lobby. The rear entrance, via the playground is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There is currently one shower, and there are laundry facilities. There are currently two accessible disabled toilets for children.



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We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

Children requiring equipment due to a disability will be assessed in order to gain the support that they require.

The school has an accessibility plan which is in line with the Disability Act 2001 and the SEN Code of Practice 2014.

Detail of our plans and targets on improving environmental access will be contained in the Access Plan, available on request.

### **Arrangements for providing access to learning and the curriculum**

The school will ensure that all children have access to a broad and balanced curriculum which is differentiated to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extracurricular activities are barrier free and do not exclude any pupils. All children requiring information in formats other than print will have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Henleaze Infant School uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **SECTION 14: DEALING WITH COMPLAINTS**

If a parent is concerned about the provision or the policy, they should, in the first instance, raise it with the class teacher, who will try to resolve the situation and in the second instance with the SENCo. Any issues that remain unresolved at this stage will be managed according to the schools' **Complaints Policy**. This is available, on request, from the school office.

### **SECTION 15: BULLYING**

The school works within its anti-bullying policy. During 'Friendship Week' each academic year, the children review their commitment to the child friendly policy and discuss it in great detail.

The Anti-bullying policy can be found on the website and a copy can be available on request.