

# Blackmoor Park Infant School and Kindergarten



## Special Education Needs and Disability Policy 2020

*“Learning and Achieving Together”*

Written By	Mrs C Pedersen
Ratified by Governors	
Reviewed	January 2021
Date for review	January 2022
Signed Chair of Governors	
Signed Headteacher	J. Hitchmough

## Special Educational Needs and Disability Policy

At Blackmoor Park Infant School we seek to identify children with additional needs and to help them overcome their difficulties by providing a learning environment appropriate to their needs. Some children will need additional support for some or all of their time in school.

We recognise the definition of SEND as stated in the Code of Practice 2014:

‘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’

### Our school aims to:

- Have high expectations of all pupils
- Provide an inclusive environment where children are able to access a curriculum that meets the needs of all learners
- Meet individual needs through a wide range of provision
- Provide opportunities for all children to make progress with their learning
- Map provision for all vulnerable learners to ensure that deployment of staff, allocation of resources and opportunities for intervention leads to good learning outcomes
- Identify the roles and responsibilities of staff in providing for children’s needs
- Work in partnership with the Local Authority and other external agencies to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners
- Work in partnership with parents and carers to ensure they are consulted on and informed of any decisions made

### Identification of SEND

The school reflects the Code of Practice, and pupils are identified as having SEND if they do not make adequate progress once they have had high quality, personalised teaching along with interventions/adjustments. This is known as ‘SEN Support’.

We place great importance on identifying pupils with SEND very early on so that we can help children as early as possible. Since the opening of West Derby Children’s Centre in 2008, the needs of some children can be identified under the age of three years. The Code of Practice describes how help for children with SEND in schools and early education settings should be made by a step by step or ‘Graduated Approach.’ This approach is a cycle of:



The use of the 'Graduated Approach' for individual children is captured on a One Page Profile. This identifies individual targets and provides information regarding the provision to be put in place to support the child to achieve those targets. Parents/carers have the opportunity to meet with their child's class teacher three times per year to discuss and review the One Page Profile.

### **Areas of Need**

The four broad areas of need identified in the SEND Code of Practice (2014) are:

#### **Communication and Interaction**

- Speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

#### **Cognition and Learning**

- Difficulties in understanding parts of the curriculum
- Difficulties with organisation and memory skills

#### **Social, Emotional and Mental Health ~**

- Difficulty in managing their relationships with other people
- Difficulties in regulating their own emotions which may impact on their ability to learn or hinder other children's learning
- Includes Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) and attachment disorder

#### **Sensory and/or Physical Difficulties**

- Visual and/or hearing impairments
- Physical needs/difficulties
- Sensory Processing Differences (SPD)

Some children may have more than one area of need, and their needs will then be categorised as primary and secondary needs.

The purpose of identification is not to place pupils into a category, but rather to establish the action school needs to take to ensure their needs are being met.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the Teacher's Standards (2012) Teachers are guided and supported by the SENCo and information is shared appropriately and frequently.

Although the SENCo has overall responsibility for pupils with SEND in school, according to the SEND Code of Practice (2014) 'Every teacher is a teacher of SEN', so while the SENCo role is to provide strategic support for those pupils with SEND, it is the class or subject teachers role to:

- Ensure early identification of needs or barriers to learning
- Identify appropriate interventions and actions in consultation with the SENCo
- Have full knowledge of children's SEN Support or Education Health Care Plans (EHCP)
- Provide access to a broad and balanced curriculum
- Understand and provide high quality teaching
- Assume responsibility and accountability for their attainment, progress and development
- Maintain responsibility for working with them on a daily basis
- Regularly assess, monitor and review their progress

**Assessment of Progress is made from:**

- Observations
- Close analysis of data
- Monitoring progress through planning
- Early Learning Goals at Foundation Stage
- Consultation with parents and teachers
- End of term assessments
- Examples of work
- Class teacher's knowledge of the child
- Concerns expressed and noted
- Transfer information from previous settings
- Parental concerns and information
- Information from other services
- Diagnostic testing provided by specialist outreach providers

After consultation with the class teacher, parents and the SENCo, the child's name is entered onto an initial concerns form along with a description of the concerns highlighted and the support in place to improve outcomes for them. After one term of monitoring the child's progress or behaviour, the class teacher and SENCo will gather information to make an assessment of the child's needs. Through this assessment it may be felt necessary to place the child on the SEND register.

Children from Nursery to Year 2 with additional needs receive SEN support. Our school involves parents in identifying needs, deciding outcomes, planning provision and seeking expertise from external

agencies at the point it is deemed necessary. The number of the children on the SEND register may change regularly. Some children make progress with intervention and then no longer need that support.

### **Provision for SEND at Blackmoor Park Infant School**

- Access to high quality teaching
- Reasonable adjustments made in the classroom to remove barriers to learning by:
  - Providing differentiated learning tasks and opportunities for all pupils to achieve success
  - Planning for children's full participation in all learning activities
  - Supporting children to manage their feelings and behaviour and engage with their learning
- Additional support from the class teacher or LSA in the classroom
- Intervention which takes place outside of the classroom in a small group or on a one to one basis
- Movement and/or sensory breaks

If a child continues to make less than expected progress or is still having difficulties after strategies and interventions have been put in place within school, then additional support or advice can be sought from specialist external agencies within Liverpool. Support can be given from specialist teachers from SENISS, the Educational Psychology Service, the Speech and Language Service or other health professionals.

Parents are consulted and kept informed at all times about their child's progress. Written consent must be given by the parents before outside support can be sought. Parents are included in all discussions and their views considered when any decisions are made.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant, may decide that an Early Help Assessment Tool (EHAT) is appropriate.

Some children and young people on the SEND register may have more significant or complex needs, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority such as outreach support, specialist teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the Local Authority issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes identified in the EHCP will be considered.

## **Responsibilities**

### **Mrs J Hitchmough (Head Teacher)**

The Head Teacher has overall responsibility for:

- Monitoring and evaluating the progress of all pupils
- Making strategic decisions to maximise learning opportunities for all
- Ensuring that all governors are aware of the school's inclusive provision, including the deployment of staff and allocation of funding
- Working closely with the school SENCo to coordinate the provision for pupils with SEND

### **Mr C Cavanagh (SEND Governor)**

The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

### **Mrs C Pedersen (SENCo)**

The SENCo has a number of responsibilities including:

- Keeping and regularly updating the SEND Register
- Monitoring One Page Profiles and their reviews with parents
- Providing support and advice to class teachers
- Managing the effective deployment of Learning Support Assistants (LSAs)
- Attending training in order to stay up to date with current practice
- Coordinating the provision for pupils with SEND with the help and support of:
  - Head Teacher and Governing Body
  - Class teachers
  - Parents and children
  - Learning Support Assistants
  - External agencies
  - Support services
  - Local Education Authority (LEA)

Consultations take place between Mrs J Hitchmough and Mrs C Pedersen each term to track the progress of the children on the SEND Register.

This process also takes place between Mrs C Pedersen and the two Assistant Head Teachers, Miss A Wilkins and Mrs S Rattigan, through termly pupil progress meetings.

### **Staff CPD**

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place linked to the school development plan, and all staff are encouraged to access this either through in house, Consortia led or specialist CPD courses. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

### **Policy Review**

We will review this Policy within our annual school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance.

January 2021