BLACK HORSE HILL INFANT SCHOOL



SEND POLICY

22nd October 2019

Approved by Committee _____

28th November 2019

Approved by Full Governing Body _____

G Watt

Signed _____ (Vice-Chair)

J Morris

Signed _____(Headteacher)

Black Horse Hill Infant School
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (S.E.N.D.) POLICY

This policy is reviewed annually.

To contact the SENDCo: Mrs Rachel McLeod (NASENCo 2011), Black Horse Hill Infant School
Telephone the school office 0151 625 5238 or email schooloffice@blackhorsehill-infant.wirral.sch.uk to make an appointment.

INTRODUCTION

At Black Horse Hill Infant School we are committed to giving all children every opportunity to achieve the highest standards in order to reach their full potential. We recognise that every child has unique characteristics, interests, abilities and learning needs and that some may need additional help, support and intervention if they are to achieve their full potential.

We are fully committed to the principles of equal opportunities and inclusion and this policy should be considered alongside our school policy for Inclusion .This policy has been updated to include changes arising through the introduction of the new S.E.N.D. Code of Practice 0 – 25 which can be found in Part 3 of the Children and Families' Act 2014.

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

The S.E.N.D. Code of Practice (2014) defines special educational needs as follows:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institution."

The S.E.N.D. Code of Practice (2014) defines disability as follows:
A person has a disability … if they have a physical or mental impairment which has a substantial and long–term adverse effect on their ability to carry out normal day-to-day activities (Section 6) Equalities Act 2010)."

AIMS OF S.E.N.D. PROVISION

(a) Raise the aspirations of and expectations for all pupils with special educational needs and disabilities to enable children to achieve focused goals and clear outcomes.
(b) Identify and assess children with special educational needs as early as possible, distinguishing between the various kinds of needs, in order to provide the appropriate grouping and support required.

(c) Ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
(d)Maximise the opportunities for children with special educational needs to join in with all the activities of the school in order to fulfil their potential in all aspects of their development.
(e) Help children to gain confidence and recognise the value in their own contributions to their learning, giving them high self-esteem.
(f) Make appropriate programmes for special needs children, setting out clear objectives and arrangements for regular monitoring and review of progress involving both parents/carers and pupils, combined with effective assessment recording and reporting procedures, thus ensuring that Black Horse Hill Infant School meets its statutory obligations.
(g) Develop close partnerships with parents/carers to ensure that they are informed of their child's special educational needs and to encourage regular and effective communication between parents/carers, school and outside agencies when appropriate.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning and being assessed as having a special educational need. This spectrum can be narrowed into 4 key areas which helps us as a school to plan provision and provide good quality intervention. The S.E.N.D. Code of Practice (2014) identifies 4 main areas of SEND:
(a) Communication and Interaction
(b) Cognition and Learning
(c) Emotional, Social and Mental Health development
(d) Sensory and/or Physical

As a school we will identify the needs of children by considering the needs of the whole child. This will include not just the main special educational needs of that child. Through identifying a child's needs, a course of action can be planned, implemented and reviewed. Children identified as requiring additional SEN support will be placed on the school's S.E.N.D. Register and monitored closely by the SENDCo and Senior Leadership Team.

The Graduated Approach to S.E.N.D Support

As a school we adhere to the principle that "All teachers are teachers of children with special educational needs." (S.E.N.D. Code of Practice 5.2, 2014). We place good quality classroom teaching at the centre of our provision for all children. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist teachers. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have a special educational need.

Class teachers, year group leaders and senior leaders regularly monitor and evaluate the progress of all pupils each half term.

If a class teacher, parent/carer or professional raises concerns about a child potentially having additional needs, a graduated approach will be put into place to monitor, evaluate and identify those needs.
The graduated approach will consist of:

(1) **Cause for Concern** – the child will be identified as a cause for concern and closely monitored by the class teacher and SENDCo for half a term. Short term intervention programmes may be put in place to support the child and progress will be evaluated.

(2) **Assessment** – school will carry out relevant assessments to determine a child's strengths and areas of difficulty. Some assessments will be carried out by the class teacher or specialist teachers under the guidance of the SENDCo. Some children may be referred for assessment by SENAAT, the Local Authority Special Educational Needs Advice and Assessment Team. An advisory teacher will come into school to assess individual pupil's progress and can screen pupils for dyslexia, dyscalculia etc. Children can also be referred through the School Nurse, Gilbrook Outreach Service or other outside agencies for assessment. Any additional assessments will be discussed with parents/carers and used to evaluate a child's individual needs.

(3) **SEND Register** – if a child is deemed to have additional educational needs, these needs will be discussed with parents/carers, relevant teaching staff and professionals. The child will then be placed on the school S.E.N.D. Register.

(4) **Provision Mapping** – children on the S.E.N.D. Register and receiving additional educational support will have a Person Centred Plan (PCP), SEN Support Plan, Behaviour Support Plan, identifying needs, setting targets and detailing intervention programmes set up to help that child achieve their personal goals. Intervention is reviewed each half term by the class teacher.

Interventions are reviewed by the SENDCo. The impact of these interventions are monitored by the SENDCo. Class teachers also measure the impact of these interventions in their 'At a Glances' that they complete each half term. Details of the interventions are communicated to the Governing Body on the termly SEND report to Governors.

Meetings are arranged each term by the class teacher to share SEN Support/Behaviour Plans with parents/carers. These meetings may take place during an extended Parent/Carer and Teacher meeting or be arranged at a different time.

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(5) **Person Centred Plans** – children needing a higher level of intervention with specific daily routines will have a Person Centred Plan detailing how best to support that individual child in school. PCPs are developed with the child, parent/carer, Class Teacher and Teaching Assistant and are reviewed at least annually.

(6)**SEN Support Plans** –are put in place for children requiring support above the 5 units of Level 1 support. The SEN Support Plans for children needing support from multiple agencies. SEN Support Plans will focus on achieving specific outcomes and will follow a cycle of "plan, do and review". They are usually reviewed each term with teachers, parents, children and any outside agencies that have been supporting the child, family and school. Some of these plans may be reviewed more frequently

(7) **Individual Health Care Plans** – the school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs or disabilities will have an IHCP to address the daily management of their needs. Not all children with IHCPs will be on the school S.E.N.D. Register. IHCPs are reviewed by the SENDCo, parents/carers, relevant medical professionals and school staff annually or sooner if required. IHCPs are kept by class teachers, the SENDCo and centrally in a medical file for access by trained first aiders and all staff. A copy is also sent to the School Nurse (currently Daina Ireland who is based at Greasby Clinic).

(8) **Professional Services** – if a child remains a cause for concern after two terms of targeted intervention, a consultation may be arranged with relevant professional services. We involve other professional services sooner than this if necessary. This may include the **EHCP Co-ordinator, Educational Psychologist, Assistant Educational Psychologist, School Nurse, Paediatrician, Diabetic Nurse, Social and Communication Advisory Team (ASC) , Gilbrook Outreach, Orrets Meadow Advisory teachers or Hayfield Outreach teachers, Early**

Years Advice Team, Occupational Therapists, Speech and Language, Abbots Nurses, Physiotherapists, West Kirby Residential, Vision Support, Hearing Support. Parents/carers will be included in this process and new intervention strategies will be set up based on professional advice.

(9) **Education Health Care Plans** – from September 2014, Statements of Special Educational Needs were replaced by EHCPs. Existing statements will be converted into EHCPs by 2017. A decision will be made as to whether to put a child forward to be considered for an EHCP following consultations with parents/carers and relevant professionals. EHCPs will focus on desired outcomes for an individual pupil. EHCPs will be reviewed annually in accordance with statutory regulations. EHCPs will focus on desired outcomes for an individual pupil. A request for a EHCP can be undertaken by the school, parents of the child or anyone who has supported them. The process usually takes about 20 weeks from the date that the LA received the application request and supporting paperwork. Our current EHCP Co-ordinator id Nicky Hearne.

(10) **Personal Budgets -** EHCPs may provide additional funding to support the child's education. When the local authority is preparing a new EHCP, parents/carers will be given the option of opting to control their child's budget of additional funding.

MANAGING PUPILS NEEDS ON THE S.E.N.D. REGISTER

The S.E.N.D. register will be reviewed each month by the SENDCo, in consultation with teachers, professionals and parents/carers. Children will be placed on the register following a graduated response to meeting their needs.

The children on the SEND register have timetabled sessions with the Learning Mentor.

Children on the SEND register are identified on the School 'At a Glance' and this is reviewed by the SENDCo each half term. Class teacher's update their own class 'At a Glance' each half term and evaluate the impact of interventions for children in their class. A copy of this is emailed to the Headteacher and the SENDCo.

A whole school Provision Map, broken down into year groups identifies the children receiving additional support, how long it is for and who is providing the support. The SENDCo will regularly review and update in response to children's additional needs for S.E.N.D. support.

TRANSITION

Children with additional S.E.N.D. needs will have the opportunity for enhanced transition between year groups and schools. The SENDCo, KS1 Leader, Class Teachers all work closely with the SENDCo and teaching and support staff from Black Horse Hill Junior school (KS1 to KS2 transition) and the SENDCo's and staff of our feeder Foundation 1 Settings (F1 to F2 transition).

Individual transition programmes are developed to support individual children's needs. Annual reviews of children with high levels of need, EHCP's and IHCPs are carried out jointly with feeder and receiving schools in advance of transition, to establish and set targets for transition and review levels of provision.

MONITORING AND EVALUATING S.E.N.D. PROVISION

The school regularly monitors and evaluates the quality of provision offered to pupils through tracking pupil progress, classroom and small intervention group observations, feedback from pupils, parents/carers and staff through the use of questionnaires and discussion with the SENDCo, use of national data (Raise Online), OFSTED inspections and feedback, book scrutiny by the SENDCo and subject leaders, local authority cluster group meetings and also the involvement of the school governing body.

ROLES AND RESPONSIBILITIES FOR S.E.N.D. PROVISION

Provision for pupils with S.E.N.D. is a matter for the School as a whole. In addition to the Governing Body, the Head teacher and SENDCo; teachers and other members of staff have important responsibilities. All teachers are teachers of children with special educational needs and disabilities.

Governing Body

The Governing Body, through contact with the Head Teacher, determines general policy for S.E.N.D. children, establishing appropriate staffing and funding arrangements and maintaining a general overview of work in school. One Governor has been appointed to take a particular interest in Special Needs and to monitor the school's work on behalf of SEN pupils. The SENDCo informs the SEND Governor about any issues that have arisen and information about funding applications, EHCP applications, resources and training opportunities.

A report on special needs is presented to Governors once a term.

A progress report for SEND children is also presented to the Governors each term.

Head Teacher

Mrs Julie Morris (Head Teacher) has responsibility for the management of SEND and keeps the Governing Body informed. She liaises closely with the SENDCo.

SEND Co-ordinator (SENDCo)

The SEND Co-ordinator at Black Horse Hill Infant School is Mrs R McLeod. She holds a PGCE qualification in SEND (NASENCo Award) and is an experienced class teacher.

The SENDCo's special needs responsibilities include:-

1. Day to day operation of the SEND Policy.
2. Maintaining a register of those children with special needs and overseeing the records of all these children.
3. Advising and supporting colleagues.
4. Liaising with external agencies, including the Special Needs Support service, medical and social services.
5. Liaising with parents/carers of children with SEND.
6. Co-ordinating the provision for pupils with SEND, ensuring individual education programmes are in place, monitored and reviewed regularly.
7. Attending relevant courses, providing information and training on national and local changes to colleagues at staff meetings and organising SEND INSET when appropriate. Supporting new colleagues, ensuring they understand the school systems in place for SEND pupils.
8. Evaluating new learning materials and building up new resources.

REVIEWING THIS POLICY

This policy will be reviewed annually and is also on the school website.

COMMENTS, COMPLIMENTS AND COMPLAINTS

Parents/carers wishing to discuss any SEND related issues should contact the school office and request a meeting. The Class Teacher / SENDCo will then arrange a meeting, inviting relevant people who can make appropriate contributions.

The School Governing Body can be contacted through the school office.

The Local Authority (Wirral) can be contacted through the Children and Young People's Department, SEN Section, Hamilton Building, Conway Street, Birkenhead, Wirral, CH41 4FD. Tel: 0151 666 4224.

APPENDICES
Black Horse Hill Infant School SEND Information Report can be viewed via a link SEND Information Report (SEND Offer) on our school website:

http://www.blackhorsehillinfant.co.uk/website/send_information_report_/12972
Wirral's Local Offer can be accessed through the following website: www.localofferwirral.org

The Wirral Parent Partnership provides helpful advice and support for parents/carers of children with SEND: http://www.parentpartnership.org.uk

The Children and Families Act can be viewed through the official government website: http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Rachel McLeod
September 2019