



'I can do all things through God, who gives me strength'
Philippians 4:13

Newton Solney C of E (VA) Infant
School

Special Educational Needs and Disability Policy

Responsible Individuals

Mrs Davinia Gamble - Headteacher

Mrs Rebecca Ryan - SENDCo

Mrs Jaide Meyrick - Governor responsible for SEND

Introduction

Newton Solney CofE (VA) Infant School is an inclusive school and recognises that provision for children with special educational needs and disabilities (SEND) is the responsibility of the whole school. We believe communication and interaction with parents and other agencies is vital to the success of this policy. We will always seek to establish close links with parents/carers/guardians and other outside agencies to build positive relationships.

This SEND policy complies with the statutory requirements determined by the SEND Code of Practice 0-25 (2014). It also works in conjunction and alongside the Local Offer offered by Derbyshire Local Authority.

'Newton Solney C of E (VA) Infant School is a friendly, caring and happy family, where children learn in a creative environment to reach their full potential within the love of Jesus.'

Our school vision is evident in our Special Educational Needs and Disability Policy. With the love of God, children are nurtured and supported to achieve their full potential to fly high, from their own individual starting points.

Aims

The aim of the school's SEND policy is to ensure that those children with special educational needs and disabilities have those needs addressed and gain the fullest possible access to the National Curriculum in order for them to fly high and reach their own individual potential.

Definition of Special Educational Needs

Children have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty that requires special educational provision to be made for them.

Children have a learning difficulty if they;

Have significantly greater difficulty in learning than the majority of children of the same age

Or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

The difficulties children are experiencing may lie in one or more of the following four areas:

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia and those who demonstrate features within the autistic spectrum.

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Social, Emotional and Mental Health**

This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

- **Sensory and Physical**

This includes children with sensory, multi-sensory and physical difficulties.

Identification

All pupils are provided with Quality First Teaching in order to meet the varying range of needs of all learners within our school. We will provide reasonable adjustments to all pupils who are having difficulty accessing the mainstream

learning environment. Children are consistently monitored using classroom observations, whole school analysis of progress at assessment points throughout the year, book scrutinies, pupil progress data and meetings with teachers and parents. Those pupils who are not making expected progress are identified quickly using an Initial Concerns Form which is filled in by the teacher and discussed with the SENDCo. This form highlights the quality first teaching methods already used and the impact of these. When further action is needed the school will then implement the graduated response (as detailed below). Individual assessments and interventions will be conducted in order to make an accurate assessment of the child's needs. Parents will be involved throughout this process and given the opportunity to provide input and discuss their concerns if there are any.

If a review concludes that there is action needed additional to quality first teaching then a child will be placed on our SEND register and will be given a Pupil Centred Plan, which is also shared with parents/carers. The Pupil Centred Plan will give clear, small, achievable targets in order for the child to make progress in small steps which can be built on for bigger successes. It is important to our school that the children's wins are celebrated no matter how small, and small achievable targets are needed in order to make progress to reach their highest potential.

Graduated response

Newton Solney CofE (VA) Infant School follows the levels of intervention as set out in the SEN Code of Practice (2014). This highlights the importance of a graduated response in order to meet pupils needs.

When it is decided that further action/provision is needed to support a child's progress and they are placed on the SEN register, the graduated response is used which consists of a four part process:

1. Assess

The child's needs are assessed through teacher assessment, observations and discussions with staff and parents/carers.

2. Plan

Interventions and support that are required are planned, the impact on progress, development and/or behaviour that is expected and a clear date for review is set. All staff working with the pupil, will be informed of the child's individual needs (including medical), strategies that the child

responds to and intervention programmes being put into place.

3. Do

Class Teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with delivering, assessing and reviewing the impact of the support. The SENDCo will seek advice from external agencies if appropriate.

4. Review

A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly. The child's and parent's views will be considered. The class teacher, in conjunction with the SENDCo if needed, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, keeping the parent and child up to date.

Provision

The child's teacher and the SENDCo will decide upon the support which may best help the child. This could include:

- changing aspects of the learning environment e.g. a quieter area to work in, use of visuals
- additional teaching support, as part of a small group or 1:1
- use of particular teaching materials or equipment e.g. a talking tin
- making sure that the work that the child is asked to complete in class is matched to his or her level of ability and presented in a way which helps them to learn
- having sensory breaks

Some children may be given the opportunity to attend a special group or a special activity to encourage development of skills in a particular area. Some children require more intensive, individualised support for their social, emotional or mental health needs and may participate in interventions to support them in these areas.

Inclusion panel funding

This is additional funding which can be accessed when children are not making sufficient progress within school following the Graduated Response. This allows

additional, personalised and targeted interventions to be delivered. It can be given in blocks of up to a maximum of one academic year, after which it can be applied for again or if funding is not meeting the child's need, an Educational Health Care Plan (EHCP) is needed.

EHCPs

If children are identified as showing a significant consistent cause for concern or they need specialist help beyond the resources of the school, the SENDCo or parent/carer of the child can apply to the local authority for an Education, Health and Care Plan (EHCP). All children with an EHCP will have specialised interventions which are based upon the objectives and provision identified in their Education, Health and Care Plan.

Parents/carers will be involved in termly reviews, as will the child. Staff will conduct more frequent reviews of progress to monitor the impact of specific strategies and interventions, and changes may be made to support arrangements, depending on the outcomes. Interventions will take place as far as possible within the normal classroom setting. The delivery of these interventions will continue to be the responsibility of the class teacher, with support from the SENDCo.

All EHCPs must be reviewed annually with the parents/carers, the child, the LA, the school and other professionals involved with the child. Those invited to the review meeting will be asked to consider whether any amendments need to be made to the EHCP and the outcomes graded on progress. The SENDCo will collect all necessary paperwork and ensure this is circulated to all concerned.

The Parent/Carer Partnership

It is important to all staff at Newton Solney CofE (VA) Infant School that we have strong partnerships with the parents/carers of our children. Staff will always talk to parents/carers to find out their views about their child's strengths and difficulties, and things they feel might help their child's learning and development.

If their child is transferring from a pre-school setting to school, they will be invited to a new parents/carers meeting, which will include information about how they can help their child settle in to school and how they can support their learning and how school will also support with this.

Parents/carers will be invited to attend parent/carer meetings twice a year. These meetings provide an opportunity to review the child's progress with their teacher and discuss any concerns.

If the child has an EHCP then parents/carers will also be invited to an annual review meeting of their plan. These meetings provide an opportunity for everyone who knows and works with the child to review their progress and plan support for them.

The school operates an 'open door' policy where parents/carers can ring, email or drop in when needed. Parents/carers can also request a meeting with their child's teacher, the SENDCo or Headteacher at any time during the year.

Arrangements for transition

All of our children have transition sessions for their next setting once they are near the end of Year 2. This will usually comprise of a move up day but we encourage as many days as needed for our children to feel confident and comfortable in their new setting. As a school we work closely with all of the children's new settings to share necessary information and put strategies in place for smooth transitions.

Derbyshire's Local Offer

The Derbyshire Local Offer is a resource designed to support children and young people with SEND and their families. It gives important information about the services and provision available in Derbyshire to help those with SEND. It includes information about education, health and social care and those also provided by private, voluntary and community sectors.

More information can be found on: www.derbyshire.gov.uk/SEND

Accessibility

The layout of the school facilitates easy access for adults and children with disabilities to all areas. School is on one area and is relatively flat.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Headteacher, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

This policy will be actively promoted and disseminated throughout the school community.