

Hunter's Bar Policy for Special Educational Needs and Inclusion

Section 1

Responsibilities

Catherine Carr, The Head Teacher has an overview of all aspects of Inclusion.

Sandra Doyle ,Inclusion Manager, takes the lead role in relation to SEND and is part of the Senior Leadership Team.

Contact details -deputyhead@huntersbar-inf.sheffield.sch.uk

Designated Safeguarding Lead is Catherine Carr- headteacher@huntersbar-inf.sheffield.sch.uk

Designated Safeguarding Deputy is Sandra Doyle - -deputyhead@huntersbar-inf.sheffield.sch.uk

Designated Safeguarding Deputy is Jeanettes Sparkes -jsparkes@huntersbar-inf.sheffield.sch.uk

SEND Governor- Jeff Wilkinson

The member of staff responsible for meeting the medical needs of pupils is Sandra Doyle

Ethos

Hunters Bar Infant School is committed to inclusion. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. Every teacher in the school is a teacher of every child, including those with SEND.

Policy Information

This policy was developed in consultation with governors, parents, senior leadership team, teaching and support staff. This policy is linked to the Behaviour, Equal Opportunity and Assessment policies, and in accordance with the SEND Code of Practice 2014 and under advice from The National Association of Special Educational Needs (NASEN).

Section 2:

Purpose of school approach to SEND

Aims

- To raise the aspirations and expectations of all children with SEND.
- To focus on outcomes for children and not just hours of provision or support.

Objectives

1. To provide a Special Educational Needs Co-ordinator (Inclusion Manager) who will promote policy and practice specified in the SEND Inclusion policy.
2. To identify and provide for pupils who have special educational needs and additional needs through early identification.
3. To work within the guidance provided in the SEND Code of Practice 2014.
4. To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs, ensuring a caring and inclusive environment.
5. To use the 'Assess, Plan, Do, Review' approach (in line with the SEND Code of Practice 2014) in order to reach a high level of achievement for all.
6. To provide support and advice for all staff working with SEND pupils.
7. To work in close partnership with class teachers, support staff, outside agencies, parents/carers and the pupils themselves sharing support and advice.
8. To ensure that SEND and inclusive provision is positively valued and accessed by staff and parent/carers

Section 3

Identifying SEN

Early Identification

We believe that pupil's needs should be identified and met as early as possible. We identify the needs of the pupils by considering the needs of the whole child, not just the SEND needs. Members of staff or parent/carers may raise an initial concern, or the school tracking data may identify pupils needing additional support. Pupil Progress meetings are held termly with the Head

Teacher and class teachers to closely monitor progress and identify pupils' needs.

Within the SEN 2014 Code of Practice there are 4 main categories of need which are considered as SEND needs. These are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health needs
- Sensory and/or physical needs

The following are considered not to be SEND but may impact on progress and attainment:

- Attendance + punctuality
- Health + welfare
- English as an Additional Language
- Being in receipt of Pupil Premium grant
- Looked after children
- Child of Service man or woman

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the Code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

Quality First teaching

Our school provides 'Quality First Teaching,' which includes personalising learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles and access to resources.

Section 4

A Graduated Approach to Interventions

SEND Register and Monitoring Pupil Progress

Pupils are identified as having SEND needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. (p.88 Section 6.37 Code of practice 2014)

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.

All pupils' progress is monitored closely by class teachers and the Senior Leadership Team. If teachers/parents/carers have concerns about the progress a child is making, the teacher will complete an Initial Note of Concern.

Once identified as having SEND, the Inclusion Manager will monitor that high quality teaching, differentiated for the individual pupil is in place. Training is provided for all teaching staff to ensure they can deliver Quality First Teaching. Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil will be placed on the SEND register and the Inclusion Manager, with the permission of parents/carers, will refer to appropriate outside agencies.

Examples of outside agencies we access include:

- Early Years Inclusion Team / Learning Support service
- Educational Psychology service
- Speech and language Therapy
- Autism Team
- Multi Agency Support Team (MAST)
- Children and Adults Mental Health Services (CAMHS)

Working in Partnership with Parents

We consider parents have an important contribution to make in the education of their children, and we endeavour to work in partnership with parents to get the best education for each pupil. We welcome parents to visit the school to discuss their child's progress. Structured conversations take place each term(Spring and Summer in Foundation Stage.)