



## **HUNTER'S BAR INFANT SCHOOL**

### **Special Educational Needs and Disabilities (SEND) Policy**

**Reviewed January 2022**

**Next Review due January 2024**

## **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.

Mike Barnes, Inclusion Manager and Deputy Head Teacher, takes the lead role in relation to SEND and is part of the Senior Leadership Team and has undertaken the National Award for SEN

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Designated Safeguarding Lead is Catherine Carr

Designated Safeguarding Deputy is Mike Barnes

Designated Safeguarding Deputy is Jeanette Sparkes

SEND Governor- Jake Philips

The member of staff responsible for meeting the medical needs of pupils is Mike Barnes

#### **Ethos**

Hunter's 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 in accordance with the SEND Code of Practice 2015 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

### **Role of the SENCo**

The SENCo at Hunter's Bar Infant School is Michael Barnes. He is responsible for:

- ✿ liaising with and advising staff
- ✿ coordinating provision for pupils with special educational needs
- ✿ overseeing the records of all pupils with special educational needs
- ✿ liaising with parents and external agencies
- ✿ the day-to-day operation of the school's Special Educational Needs policy
- ✿ updating and reviewing the Special Educational Needs policy
- ✿ completion of the special needs termly audit and organising support from the Learning Support Assistants
- ✿ organising and contributing to the in-service training of staff
- ✿ attending training courses and coordinators meetings and organising 'feedback' of relevant information to staff
- ✿ working in partnership and under the guidance of the SLT
- ✿ organising parental support group.
- ✿ Reporting SEN issues to Governors.

### **Governors Objectives**

The governor's duties for special educational needs are:-

- ✿ to do their best to secure that the necessary provision is made for any pupil with special educational needs
- ✿ to assign a governor to oversee the provision of SEN in school
- ✿ to ensure that teachers are aware of the importance of identifying and providing for pupils with special educational needs
- ✿ to consult the LEA

- 🌈 to report annually to parents on the schools provision for pupils with special educational needs
- 🌈 to ensure that special educational needs pupils join in the activities of the school wherever possible
- 🌈 to ensure that children identified by the LA as having special educational needs have their needs known by all who are likely to teach the child

### **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.

The procedures follow the SEND Code of Practice. The school employs a graduated response through interventions at a range of levels. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources, beginning with quality first teaching. We refer to this level of support as School Support. The child's class teacher will provide interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.





The Special Educational Needs Co-ordinator (Inclusion Manager) will become involved if the teacher and parents feel that the child would benefit from further support. The Inclusion Manager will take the lead in further assessments of the child's needs, should a child move to SEN Support and be put on the school SEND register. Initiating SEN Support occurs when a child is in receipt of support from a Local Authority external support service or from health or social work professionals.

If a child's needs are particularly complex and/or severe, the Inclusion Manager and parents will discuss escalating support further through a 'My Plan' or through the EHC Plan application process. The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. In the event of further assessment

the school/LA will seek a range of advice and evidence to determine whether or not to make a formal EHC Plan.

Throughout the whole of this process school use the Sheffield Special Educational Needs and Disability Support Grid (SSG) This provides a clear format to aid identification of need and provide direction to support children.

Within the SEN 2015 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

Early identification and intervention with the support and involvement of parents are a vital part of our assessment procedures.

We have adopted the Code of Practice on the identification and assessment of special educational needs (August 15). The Code of Practice sets out stages for the management of special educational needs:

### **Wave 1**

Wave 1 is high quality first teaching, which includes differentiation and a range of educational opportunities being provided.

### **Initial Concern**

Early identification is very important and parents, teachers or carers may raise initial concerns using an internal early help form.

Once an initial concern has been raised, the class teacher will, through observation and assessment gather evidence as to the severity of the need. The teacher will fill in a record of concern form and inform the SENCo.

### **Wave 2**

If it is felt that the child's needs will be best met by further intervention, the parents and the Special Educational Needs Coordinator (SENCo) will be informed, and the child will be placed at Wave 2. Extra support may

be given at school through targeted small group intervention or 1:1 support at wave 2.

The child's progress will be reviewed at parents meetings and at the teacher's discretion.

### **SEN Support**

If there are still concerns about the child's progress, support will be sought from outside agencies and the child will be placed on the SEN register at SEN Support. Termly, parents, teachers and outside agencies will meet and clear targets for progress will be set. A child will stay on the register at SEN support until the SENCo or outside agency feels that progress has been made and that the child no longer needs that outside agency support.

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.

## **Section 4**

### **A Graduated Approach to Interventions**

### **SEND Register and Monitoring Pupil Progress**

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.

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 2015)

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)
- 🌈 Hope Attachment
- 🌈 Children and Adults Mental Health Services (CAMHS)
- 🌈 Physiotherapy and Occupational therapy services
- 🌈 The school nurse and school health service
- 🌈 Social Services, Child and Family Therapy team



## **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 and SEN Reviews take place each term (Spring and Summer in Foundation Stage.)

### **SECTION 5: Exiting the SEND Register**

Once a child is making satisfactory progress and/or they no longer require support from an outside agency, they can be removed from the SEND register. They are placed on our 'Inclusion Register' and continue to be monitored by the class teacher and the Inclusion Manager at Pupil Progress Meetings until it is felt that they are no longer at risk of becoming a concern.

### **SECTION 6: Supporting Pupils and Families**

Parents can access the Local Authority 'Local Offer' (appendix 1) for information about what the school offers. They can also access the School's SEND Information Report (appendix 2) on the school website and find links to other support agencies.

Parents are supported through termly review meetings and regular contact with the Class Teacher.

Pupils are supported during periods of transition as they move through the school as well as by all members of staff throughout the school day. Pupils with SEND are encouraged to have their say about how they can be best supported and update their One Page Profiles , which shares their views, on a termly basis. This is shared at meetings between teachers and parents/carers.

### **Section 7 Training and Resources**

Currently, the school receives no funding beyond the delegated notional SEN funding (historic banded funding ceased in April 2017). High-needs funding and crisis case funding can be applied for at specific times in the

year from the LA. A local solution is being sought, as Sheffield is giving the responsibility for allocating the funding across Localities. This is still a work in progress due to the complexity of the piece of work. The policy will be updated in light of clearer information as soon as it becomes available.

Resource needs and the training needs of staff are identified and planned during discussions with the Senior Leadership Team. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The Inclusion Manager ensures staff are up to date with current initiatives through staff Professional Development Meetings (PDMs). The Inclusion Manager attends the Local Authority’s network meetings for Inclusion Managers, keeps in regular contact with the Inclusion Manager at Hunter’s Bar Junior School and plays an active part in the Locality SEND team in order to keep up to date with Local and National updates in SEND.