

HOOK INFANT SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY(SEND)

SEN Coordinator: Lisa Ross (NASENCo award)

SEN Governor: Chris Mullholland

This policy defines Hook Infant School's provision for children with Special Educational Needs and Disability (SEND), and how the school meets its statutory obligations regarding SEND. This policy is to be read alongside the school's Equality of Opportunity policy and the school's SEN Local Offer. <http://hookinfants.co.uk/local-offer.php>

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special education provision to be made for them which is additional to or different from that of their peers.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (*SEND Code of Practice 2015, p15-16*)

Aims of this policy

At Hook Infant School, we aim to meet the special educational needs of all our pupils, meeting our statutory obligations, and following the guidelines in the Special Educational Needs and Disability Code of Practice 2015.

1. We value all children equally, and have high expectations for all our pupils.
2. We value diversity at Hook Infants, we aim to view it positively and celebrate it.
3. We aim to provide all children with a broad, balanced and relevant curriculum, and draw on the expertise of relevant outside agencies to help us achieve this with children with SEN.
4. We aim that teachers differentiate their teaching to take account of all learners in their class through quality first teaching.
5. We aim to work in partnership with parents, we seek their views and respect their wishes.
6. Wherever possible and appropriate we aim to seek the views of pupils in their educational provision.
7. We accept that the learning of children with SEN is a collective responsibility of all staff at Hook Infants.
8. We aim to maintain a high level of staff awareness and professional development in the issues of SEN, and that staff receive appropriate training to manage the learning of the SEN children in their care,
9. We aim to provide targetted programs for particular learning difficulties as required by the school population, and to continue to monitor and update these programmes,
10. We aim to use 'best practice' interventions for all pupils with special needs, and engage appropriate support from external agencies to supplement our in-house skills.

Arrangements for Coordinating the Provision for Special Educational Needs

At Hook Infant School we recognise that the coordination of provision for SEN requires dedicated management time, and also needs sufficient focus within the school senior leadership team. The Special Educational Needs Coordinator (SENCo) is Lisa Ross.

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and aim to put effective special educational provision in place. This SEN support should take the form of a four-part cycle; Assess, Plan, Do, Review. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Assessment, Identification and Monitoring

Pupils may be identified as potentially having a Special Educational Need at a particular time by any one, or combination of the following:

- Concern raised by teacher, either to do with lack of progress or a particular behaviour or difficulty.
- Concern raised by the pupil's parents or carers.
- Outcome of a standard screening test used by the school.
- Information provided during the transition process from a previous school.
- Information provided from an external agency (e.g. Speech & Language Therapist, NHS, School Nurse, Occupational Therapy, Physiotherapy, Visual/hearing Impairment Advisors etc.).

A child's SEN are assessed and provided for at Hook Infant School using these three stages, namely:

1. **School Identification (SI):** this is the initial stage where a concern has been identified, but which is being monitored and provided for within the normal classroom arrangements.
2. **SEN Support:** at this stage the pupil has an identified special need, and receives interventions which are additional to or different from that provided via the school's usual differentiated curriculum. We may request help from an external agency should a pupil continue to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need the school. This will be agreed to in consultation with the child's parents/carers. The agencies contacted are usually Speech and Language Therapy, Educational Psychology, Specialist Outreach Services or Behaviour Support and they will provide guidance and assistance with the child's educational provision.
3. **Education Health Care Plan:** if a child's progress is still a concern even after specialist advice and help, the school or parents may request the Local Authority (LA) to conduct an Education, Health and Care needs assessment in accordance with the guidance set out in the Code of Practice 2015, Chapter 9.

If the LA concludes that a EHC plan is necessary, the school will make the provision specified and maintain the plan, conducting annual reviews of the plan in accordance with the guidance set out in the Code of Practice 2015, Chapter 9.

Assessment and Screening

The progress of all children at Hook Infant School is regularly assessed by their teacher, using a variety of different mechanisms. Additional assessment and screening activities performed for the purposes of identifying or assessing SEN, are described below:

- DEST screening (Dyslexia Early Screening Test) is undertaken at the end of the Reception Year for all children. The screen is a useful tool to identify areas of weakness which may lead to difficulties with learning to read and spell. Those children who are identified by DEST as being at risk of having difficulties with reading, follow the Phonics and NESSY Intervention Programme in Yr1 for as long as it is necessary and effective.
- Assessments at the start of SEN intervention programmes - the majority of the intervention programmes begin with an assessment phase, to validate that the programme is appropriate for the child's needs and/or to position the pupil at the correct stage of the programme.
- Screening for behavioural and social communication difficulties - the school maintains and utilises a range of screening tools tailored to particular needs. These are normally based on programme materials or training, or input from external agencies (e.g. Educational Psychologists or The Behaviour Support Team). These assessments are completed in order to identify areas of difficulty so that the right interventions can be effectively used and to provide information to specialists, not to diagnose any particular difficulty; this is always done by specialists.
- Formal assessments by external agencies - the school regularly requests assessments and screenings to be undertaken by external agencies, such as Educational Psychologists or Speech and Language Therapists.
- The school nurse screens pupils in YrR for vision and hearing difficulties.

Assessment of progress can take one of the following forms:

- Formal assessments by professionals; for example a child with Speech and Language difficulties will be assessed by the NHS Speech and Language Therapist after initial referral, and then reassessed as and when necessary, on request by either the school or parents.
- Assessments which are built into an intervention programme
- Continuous classroom assessment by the teacher using whole school procedures
- Assessments undertaken by teacher, SENCo and SNAs (Special Needs Assistants) relating to the pupils Provision Plan targets or Educational Health Care Plan.

Provision

Interventions

Once a pupil has been identified as having SEN, the classteacher and SENCo will devise the most appropriate intervention for the pupil. This may be delivered in class by the teacher or classroom assistant, or may be a more formal support programme delivered by a SNA or SENCo. Examples of the programmes which are used at Hook Infant School are:

NESSY	Reading Catchup	Language Enrichment
Language Link	Maths Plus One	Spelling Programmes
Speech & Language Therapy	Socially Speaking	Handwriting
Social Use of Language (SULP)	Emotional Literacy	Jolly Phonics

Special Needs Assistants (SNA)

SNA support is flexible, divided between Provision Plan target work and teacher directed classroom support. The SENCO and SNAs plan, prepare and evaluate target work activities and the delivery of intervention programmes. For children with an Educational and Healthcare Plan (EHCP),

targets are drawn up and evaluated regularly between the SENCo, class teacher and SNA responsible for the main provision of support.

Children who have support specified in an EHCP are generally supported by one SNA who is also responsible for maintaining the child's records in conjunction with the classteacher and SENCO and for making resources.

SEND Provision Maps

Provision maps are used by the class teacher and SNAs to continually update the results and impact of children's interventions in consultation with parents. Targets that are set are 'additional to and different from' the differentiated curriculum but should link to targets set within class and the child's main area of need.

Reviewed and Revised: September 2018

Approved by the Governing Body, Hook Infant School

Signed *Oronwai*
Chairman of Governing Body

Date *19 sept 2018*

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