

## Fairisle Infant and Nursery School



### **Special Educational Needs and Disabilities Policy**

**Date policy reviewed: January 2019**

**To be reviewed again: January 2021**

Ratified by Governing Body:

Signature:

23/1/19

## **FAIRISLE INFANT AND NURSERY SCHOOL**

### **POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND / OR DISABILITIES**

**Fairisle Infant and Nursery School is a Rights Respecting School.**

#### **Key Persons**

Head Teacher: -- Susanne Ottens

Special Educational Needs and Disabilities Co-ordinator: Melanie Streader

Link Governor: -- Rick Allan

#### **Fairisle Infant and Nursery School expects success.**

**Every teacher is a teacher of every child including those with SEND**

**“Children who are disabled either mentally or physically have a right to special care and an education so they can lead full and independent lives.” Article 23  
‘Rights of the Child’**

**“All children have the right to an education.” Article 28: - ‘Rights of the Child’**

**“‘The purpose of education is to develop every child’s personality, talents and mental and physical abilities.’ Article 29: - ‘Rights of the Child’**

This policy reflects the requirements of The Children’s and Families Act 2014 which outlines a new Code of Practice for children and young people with special educational needs and disabilities. [SEND].

We recognise that not all children with a disability have a special educational need[s], although research evidence shows that a high number of them do.

At Fairisle Infant and Nursery School, we therefore aim to ensure that all children with special educational needs and whatever disability they have and their families are able to access the right support and provision to meet their needs.

January 2015 ‘Code of Practice: 0-25 years

The following definition of Special Educational Needs is taken from the Code of Practice 2015.

A child has Special Educational Needs and / or a disability [SEND] if they have a learning difficulty or disability, requires special educational provision to be made for them.

A child has a learning difficulty and / or disability if he / she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority
- is under compulsory school age and falls within the definitions of above or would do so if special educational provision was not made for them

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he / she will be taught.

At Fairisle Infant and Nursery School we also include pupils who require extra pastoral support towards social and emotional aspects of learning as having additional needs. Pastoral support for pupils displaying this need is accessed through the School's Emotional Literacy Support Assistant [ELSA].

## **Aims**

Fairisle Infant and Nursery School aspires to achieve excellence for all children and instil an enthusiasm for learning and pride in their achievements. By providing a high quality education through a broad and relevant curriculum in a caring, safe and stimulating learning environment, children will be supported and encouraged to reach their potential. We are fully committed to providing equal opportunities for all in an inclusive environment where everyone can feel valued.

We work in partnership with parents / carers to enhance children's learning and well-being. We build and maintain effective relationships with external agencies and the wider community to enhance and enrich the education of all children.

For those children identified as having SEND we aim to:

- ensure that no child is refused admission on the grounds that the school cannot cater for his / her SEND;
- ensure that children with special educational needs and disabilities have access to the appropriate provision to meet their needs, which includes support for their families;

- identify, assess and support pupils as early as possible;
- involve and inform parents / carers of their child's changing needs and the provision offered;
- ensure all members of staff and parents / carers recognise and accept responsibility for meeting the pupil's individual needs;
- take into account the reasonable opinions of the child concerned considered in light of his / her age and understanding;
- work closely with Outside Agencies, as appropriate

### **Objectives:**

1. To identify and provide for pupils who have special educational needs and / or disabilities.
2. To work within the guidance provided in the SEND Code of Practice 2015 and The Children's and Families Act 2014 Part 3
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and Disabilities.
4. To provide a Special Educational Needs and Disabilities Co-ordinator [SENDCo] who will work within the SEND Policy.
5. To provide support and advice for all staff working with children and the parents of children with Special Educational Needs and/or Disabilities.

### **Educational Inclusion**

At Fairisle Infant and Nursery School, through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- may have disabilities which impact on their ability to learn without special and appropriate provision and support in place;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Our teachers respond to children's needs by:

- providing appropriate support for children who need help with any aspect of their education;
- ensure that children with SEND engage in the activities of the school with reasonable adjustments in place, alongside pupils who do not have SEND
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning in physical and practical activities;

- helping children to positively manage their behaviour and emotions and to take part in learning effectively and safely;
- planning and providing for children to reach their potential in learning, including participation in physical and practical activities

### **Roles and Responsibilities:**

#### **The Headteacher has responsibility for:**

- day-to-day management of all aspects of the school's work, including provision for children with SEND.;
  - ensuring the SEND policy is implemented;
  - keeping the Governing Body and Staff fully informed of issues and provision in regard to SEND;
  - working closely with the SENDCo / Inclusion Manager on the development of the SEND policy and Provision.
- **The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for:**
  - Providing professional guidance to colleagues and will work closely with staff, parents and other agencies.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- helping staff to identify pupils with special educational needs
- ensuring that children with disabilities and their families have access to the right support and provision they need.
- carrying out observations of pupils with specific learning difficulties
- supporting class teachers in devising strategies ; setting Individual Educational targets on their Individual Educational Plan [IEP] which are appropriate to the needs of the pupils and advising on appropriate resources and effective use of materials and personnel in the classroom
- liaising with parents of pupils with SEND alongside class teachers so they are aware of strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers, support staff [as appropriate], and parents
- maintaining the school's SEND register and records
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other receiving schools to help provide a smooth transition from one school to the other.

### **The Governing Body has responsibility for:**

- liaising with the Headteacher and SENDCo in determining the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general overview of the school's work;
- ensuring that proper provision is made for pupils with SEND, through an inclusive approach;
- providing in the school's prospectus for parents and on the school's website, information on the school's policy for pupils with SEN;
- supporting development and the monitoring of the SEND policy;
- ensuring the school has a SENDCo / Inclusion Manager;
- ensuring that the school has procedures to identify and assess the needs of those pupils with SEND and that provision is monitored and evaluated;
- ensuring it has regard to the Code of Practice and the Children and Families Act 2014 when carrying out its duties toward all pupils with SEND
- ensuring that SEND provision is an integral part of the School Improvement Plan.

### **Class Teachers are responsible for:**

- providing high quality teaching for all pupils;
- assessing pupils' needs and planning differentiated learning opportunities and support to match the outcomes identified for the pupil, in liaison with the SENDCo;
- effectively liaising with the SENDCo to ensure that children with special educational needs and disabilities have their needs met through the recommended provision made by professionals;
- monitoring and reviewing children's progress towards their IEP targets and making adjustments as pupils achieve the small steps within a target;
- meeting with the SENDCo at least once a term to formally review and update children's IEP targets and provision;
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- directly liaising with parents of pupils with SEND

### **Teaching and 1-1 Support Assistants have responsibility for:**

- ensuring they are aware of the school's SEND policy;
- supporting identified pupils, in liaison with class teachers, SENDCo by following the child's IEP and sharing progress towards each target;
- recording outcomes of their interventions and share with the class teacher, SENDCo and School Leadership Team;

### **Parents / Carers have responsibility for:**

- ensuring their child attends school regularly and notifies the school of any absences;
- informing the school of any change in circumstances or concerns or worries;
- supporting the Individual Education Plan [IEP] at home where possible;
- preparing the child for school by having positive expectations;
- attending parents' consultation meetings to share and review their child's progress;

### **Pupils have responsibility for: [with support from school staff and their parents / carers as appropriate]**

- aiming to be the best they can be;
- contributing to setting their own learning targets and identifying and talking about the progress they are making;
- contributing to setting new targets;
- expressing their feelings and indicating their choices;

### **Types of SEND**

SEND is divided into 4 types:

- 1. 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.
- 2. Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyspraxia, dyslexia or dyscalculia.
- 3. Social, Mental and Emotional Health** – this includes children who may have difficulties interacting with their peers and adults, therefore becoming isolated. They may show signs of hyperactivity and lack concentration.
- 4. Sensory and/or Physical Needs** – this includes children with sensory, multisensory and physical difficulties.

### **SEND support**

As a school we diligently observe the duties under the Equality Act 2010 and the Children and Families Act towards disabled children. The Act states.....'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

In line with The Equality Act 2010, to make sure that disabled pupils are not at a substantial disadvantage reasonable adjustments are made to:

- Provision, criterion and practice
- Physical features [altered to address the needs of disabled pupils -- accessibility]
- Providing auxiliary aids and services

## **SEND Support**

Where it is agreed that a pupil has a special educational need[s] and / or disabilities the parents will be invited to work in partnership with school to address it. The child's name will be put on our special educational needs register and appropriate support put in place so the child can access learning opportunities by reducing the child's barriers to learning.

We follow the four part cycle for supporting children with SEND as set out in the Code of Practice 2015:

### **Assess**

Analysing the pupil's needs using the class teacher's assessment and knowledge of the child. Advice from external agencies, already involved will be considered and parental information concerns will be taken seriously. Where external agency staff are not already involved, a referral may be made.

### **Plan**

This will be in consultation with the class teacher, SENCo and parents to agree adjustments, interventions and support that are required.

### **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions.

### **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identifications of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and where appropriate the pupil.

### **Partnership with Parents/Carers**

Parents are encouraged to take an active role in their child's educational development. We believe that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

A home visit is made to children prior to them starting in nursery at the beginning of the year, prior to them before children start in the setting. Parents are asked to complete, 'My Unique Child' about their child. This information is used as a basis for the child's ongoing assessment. The Special Educational Needs and Disabilities Co-ordinator may also make home visits to children who have been identified as having Special Educational Needs where this is felt appropriate.

### **Resources**

- **Special Educational Needs and Disabilities Co-ordinator [SENDCo]**

The school budget has an element of funding for SEND. Additional funding can be applied for when a pupil in nursery is diagnosed with a specific learning or medical need which requires him / her to have full time support.

Children with SEND are supported to help access the National Curriculum and follow an Individual Education Plan [IEP] in the following ways;

- The support may be in class or in small withdrawal groups;
- The support may be provided by the class teacher, teaching support assistants 1-1, teaching assistants
- The support may take the form of access to resources, equipment or Outside Services, whichever is deemed the most appropriate.

The Support Staff work closely with the Teacher, SENDCo, visiting Speech Therapy Team and other Outside Agencies to ensure appropriate provision for each child.

All resources are provided as a continuum of support based on the level of need. In addition to resources in classrooms we have some Emotional Literacy resources which are most often used by the Emotional Literacy Support Assistants [ELSAs] to support children with emotional, social and/or behavioural needs. Classes also have computer programs which have been bought from the SEND Budget which supports aspects of learning such as visual perception, visual memory and early phonics.

### **Staged Procedure and Diagnostic Tools available in school**

Teacher assessment is embedded in our daily practice through Assessment for Learning.

- In the Early Years Foundation Stage the Every Child A Talker Programme [ECAT] is used as a monitoring tool against the typical stages of speech, language and communication development in the 4 key aspects:

Listening

Understanding

Talking

Social Communication

By using this diagnostic tool which encourages early language development right from the outset. This aids planning and provision for any child found to be delayed in any of the aspects.

- **Reception**

- Early Years Foundation Stage Profile
- Individual Teacher Assessment

- **Year 1**

- Individual Teacher Assessment
- Intervention programmes to support children identified as having specific learning difficulties
- Phonics Screen

- **Year 2**

- Individual Teacher Assessment
- End of Key Stage Tasks and Tests

### **Action**

To help match Special Educational Provision to children's needs Fairisle Infant and Nursery School adopts a graduated approach through:

Early Years / School Support

We devise interventions that are **additional to and different from** those provided as part of the usual curriculum.

When the SENDCo or an Education Practitioner who works day-to-day with children, identifies a child with Special Educational Needs interventions will be put in place.

The triggers for intervention at **Early Years/School Support** could be the Practitioner's or Parent's concern about a child who despite receiving appropriate educational experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of similar age in certain areas; for example: reading, phonics or mathematics
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting or the school
- has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

**A child identified at Early Years / School Support will have either a Group or Individual Educational Plan with SMART Targets which are regularly reviewed.**

### **Requests for Outside Agency Support**

When, despite school provision put in place, the progress of individual pupils continues to give cause for concern support will be requested from an outside agency. Outside Agencies might include the Educational Psychologist Service, The Medical / Health Support Service, Paediatric Occupational Therapy Service / Physiotherapy Service, Speech and Language Service, Educational Support Services for children with more complex learning difficulties such as Autistic Spectrum Disorder.

A request for seeking help from external agencies is likely to follow a decision taken by the SENDCo and colleagues, in consultation with the child's parents / carers. The triggers could be that despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period

- continues working on The National Curriculum substantially below the standard expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of a group, despite having an individualised behaviour management programme
- has sensory needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service

### **Indicators of Progress**

Progress can be defined in a number of ways. At Fairisle Infant and Nursery School it is progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

### **Criteria for Exiting the SEND Register**

When a pupil demonstrates sustainable progress he/she may be taken off of the SEND register. If this is the case, all records will be kept until the pupil leaves the school and will be passed to the next setting.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child but he/she has not made the expected progress, the school, in partnership with the child's parents can request an Education, Health and Care Needs assessment.

The application will combine information from a variety of sources including:

Parents  
Teachers  
SENCo  
Social Care  
Health professionals

Information will be gathered relating to current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an Education, Health and Care Plan.

### **Supporting Pupils at School with Medical Conditions**

To be read in conjunction with the school policy: Supporting Pupils with Medical Conditions.

We recognise that pupils at school with medical conditions may also have special educational needs. They will be appropriately supported to access to a curriculum adapted to their needs. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014. Some may also have special educational needs [SEN] and may have an Education, Health and Care Plan [EHCP] which brings together health and social care needs as well as their special educational provision.

### **Admissions**

Admission for pupils with SEND is the same as the whole school admission Policy. At Fairisle Infant and Nursery School we admit pupils who already have identified SEND as well as identifying and providing for pupils not previously identified as having SEND.

### **Supporting Pupils with Disabilities -- Disability Access**

Fairisle Infant and Nursery School admits pupils with a range of special needs including those with physical disabilities.

Advice from health professionals is always implemented to ensure the safety of all pupils in school which includes reasonable adjustments made for those with disabilities.

The main school building and the separate nursery building are both single storey with wheelchair access to all entrances. Handrails are in place next to outdoor steps. We have toilet facilities situated in the Nursery building and in Main School with full access for the disabled. To ensure the environment is safe for those pupils with visual impairment we implement recommendations made by visual impairment specialists; for

example; yellow lines around indoor and outdoor equipment; covered sharp corners and ensure there are no trip hazards.

Fairisle Infant and Nursery School aims to promote positive attitudes and the equality of opportunity for all disabled pupils in order to make the curriculum equally accessible to all, whatever the disability is.

Parents are welcome to discuss any particular concerns with the Head Teacher and SENDCo.

### **Transition Arrangements**

#### **What we do:**

At Fairisle Infant and Nursery School we organise visits to the Junior School for our Y2 children. The Y3 Junior School teachers make at least one visit to the Y2 children in their Y2 classes. The SENDCos from each school hold a series of liaison meetings to ensure all information about SEND children transferring is passed on. Social Stories are used to support this process and make the transition as smooth as possible for the child.

Fairisle Nursery children make visits to the Reception Classes to meet their new teacher and see their new room. Children transferring from other Pre School Settings will be visited in their 'Setting' by the SENDCo and Class Teacher and will make visits to YR prior to entry. Additional strategies, such as a Transition Book or Social Story Booklet are put in place to help them to prepare for their move.

Transition meetings take place between teachers and teaching assistants to ensure all pertinent knowledge of pupils is shared. Pupils make additional visits to their next classroom, as necessary, in order to minimise anxiety and feelings of uncertainty.

### **Continuing Professional Development**

Teachers and Support Staff receive training which contains SEND elements. Outside Agencies provide ongoing support and training to address the needs of children with more complex and specific needs and/or disabilities, including medical needs. Development opportunities are provided for Teachers and Support Staff. They are involved in reviewing IEP targets and have opportunities to observe teachers and attend courses when appropriate.

### **Liaison / External Relations**

- Regular liaison exists between SENDCo and Head Teacher.
- The Educational Psychologist visits school regularly and times are set aside for evaluation and monitoring of programmes and prioritisation of need.
- We have an effective partnership with the Speech and Language Therapy Service, Physiotherapy Service, Occupational Therapy Service and Teacher Advisors for children with visual and hearing impairments.

- We are supported by 'Outreach Services' which help us effectively cater for the specific needs of pupils with diagnoses such as autism.

### **Evaluating Success: What we do:**

- the SEND Register is regularly updated; children have their names put on the register as soon as a special educational need is identified;
- IEPs inform all planning;
- IEPs are reviewed at least twice a year.
- a range of appropriate external agencies is consulted regarding provision for pupils at Early Years / School Action;
- records are kept of all children having outside agency involvement;
- SENDCo has time for support and monitoring.
- IEPs are written and reviewed by Teachers in partnership with the SENCo.
- parents are informed and consulted as soon as an IEP is proposed for a child;
- parents receive a copy of their child's IEP;
- work is appropriately differentiated for pupils with Special Educational Needs;
- annual reports to parents and regular reviews keep parents informed;
- achievable targets are set and reviewed regularly;
- an annual SEND evaluative report is published on the school website;

### **Success Criteria:**

- IEP review show progress being made by pupils with SEND;
- Tracking pupil progress documents show that pupils on the SEND register make progress commensurate to their starting points;
- Whole school assessment procedures support the early identification of pupils who have SEND and help to measure progress.

### **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 [January 2015] and makes reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010 – Equality policy
- Inclusion policy
- Local Offer
- SEND Code of Practice [January 2015]
- Statutory Guidance on supporting pupils at school with medical conditions
- Medical conditions policy
- Intimate Care policy
- Safeguarding policy

- Teachers Standards 2012
- The National Curriculum
- The Early Years Foundation Stage Profile

Policy reviewed: January 2019

Next review: January 2021