

Fairisle Infant and Nursery School



Special Educational Needs and Disabilities Policy

Date policy reviewed: March 2021

To be reviewed again: March 2023

Ratified by Governing Body:

Signature: *ASGphens*
33.21

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.

Definitions to Describe SEN and Disabilities – SEND:

- **A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.**
- **A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age and/or has a disability which prevents or hinders them from accessing the sort of facilities generally provided for others of the same age.**
- **For children aged two or more, special educational provision is educational provision that is additional to or different from that generally made for other children of the same age.**
- **A child under compulsory school age has SEND if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.**
- **A disability is defined in the Equality Act 2010 as; “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.” ‘Long term’ is defined as; “a year or more” and “substantial” is defined as; “more than minor or trivial.” This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. However, it cannot be assumed that all children with such conditions have SEND, but there is a significant correlation between children with disabilities and those with SEND.
Where a child who is disabled in one form or another requires special educational provision, he/she is also covered by the SEND definition.**

We do not regard a child 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 school.

Aims

Fairisle Infant and Nursery School aspires to achieve excellence for all children and instil an enthusiasm for learning and pride in their achievements. We pay due regard to the Statutory Requirements of the Key Stage 1 National Curriculum and The Early Years Foundation Stage [2017]. We have robust arrangements in place to support children with SEND and disabilities and aim to:

- Recognise each child's individual needs through gathering information from their parents/carers and others involved with the child on admission and through our day-to-day procedures for observation and assessment.
- Include all children and their families in our provision, making reasonable adjustments where needed.
- Ensure all staff understand their responsibilities to children with SEND and disabilities and have regards to the SEND Code of Practice 2015.
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through The Graduated Response Approach to working with children with emerging concerns and their families.
- Share any information received and assessments made by the school with parents/carers and support them in seeking any help the family need.
- **Early Years Foundation Stage:** Seek any additional help needed including requesting additional funding through the Early Years SEND Support [EYSS] provision as part of our provision through The Graduated Response Approach.
- **Children in The Early Years Foundation Stage and Key Stage 1:** If despite provision through The Graduated Response Approach, of Plan, Do, Review Cycle a child is not making expected progress from his/her starting points a request will be made for an Education, Health Care needs assessment. The expected outcome of this is a provision plan of desired outcomes and detailed provision to implement for the child.
- Work in partnership with parents/carers and other agencies in order to meet the individual child's additional needs, including health services and the Local Authority and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed.

To fulfil our Aims we will:

- Identify a member of staff to be the Special Educational Needs and/or Disabilities Co-ordinator, [SENDCo] and ensure parents/carers know the name of this person.

- Provide staff with specific training to help them make any special provision needed and meet the requirements of the SEND Code of Practice and the Statutory Requirements of the Early Years Foundation Stage.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for child with SEND.
- Ensure that our inclusive admissions policy includes equality of access and opportunity.
- Ensure that the physical environment of the school is, as far as possible, suitable for children and adults with disabilities.
- Work closely with parents/carers to create and maintain a positive partnership and ensure that parents/carers are fully involved and informed with how their children are progressing.
- Provide differentiated activities to meet all individual children's needs and abilities to give a broad and balanced learning environment, including those with SEND.
- Create an Individual Education Plan, [IEP] which outlines the child's needs and difficulties and has Specific, Measurable, Achievable, Realistic, Targets [SMART] as a monitoring tool for his/her progress.
- Adapt the physical learning environment to cater for the individual needs of those children with SEND, to ensure we have addressed, as far as possible their access limitations.
- Ensure that parents/carers are consulted and kept informed at all stages of the assessment, planning, provision and review of their child's care and education. This includes seeking advice from outside agencies.
- Use a graduated approach, [Assess, Plan, Do, Review] to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach.
- Regularly liaise with parents/carers to discuss and agree any changes or adjustments to their child's support.
- Seek any further advice or support needed including multi-agency approaches, Early Years Support and requesting an EHCP if the child's progress remains concerning.
- Liaise with other professionals involved with children with SEND and their families including transfer arrangements to other schools and settings.

- Keep records of assessment, planning, provision and review.

The Graduated Response Approach – A four part cycle of; Assess, Plan, Do, Review.

In line with requirements of the Special Educational Needs and Disability Code of Practice, 2015 and the Child and Families Act, 2014 Part 3, we adhere to the graduated approach to working with children with emerging concerns and their families.

Through this cycle actions are reviewed and refined as understanding of a child's needs and the support required emerge. Our overarching aim is for each child to secure the best outcomes possible and achieve his/her potential.

The approach includes:

- Assessing, Planning, Implementing and Reviewing across the four areas of need:

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

Cognition and Learning – children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyspraxia, dyslexia or dyscalculia.

Social, Emotional and Mental Health – children who may have difficulties interacting with their peers and adults, at risk of becoming isolated. Children with difficulties in this area may display signs of hyperactivity and lack concentration.

Sensory and/or Physical Needs – children with sensory, multi-sensory and/or physical difficulties.

Assess

- Assessing/analysing the child's needs to ascertain whether or not referrals need to be made requesting more specialist support, i.e. health, CAHMS, social care or other agencies.

Plan

- Creating an IEP for the child with planned differentiated learning outcomes, activities/intervention programmes and includes the expected impact on the child's progress.

Do

- Ongoing monitoring and assessment of the child's responses to the actions taken to address his/her needs.

Review

- Reviewing the effectiveness of the additional provision/support against the impact on the child's progress. This will be in liaison with the child's parents/carers, the views of the child, the child's key person, teacher, SENDCo and any other professionals involved.
- Making changes and adjustments to support provision based on outcomes from the review.
- Revisiting the cycle of action with the key people to make decisions about the next course of action for the child. This may be that all agree interventions and additional targeted support is no longer needed or that a request for an Education, Health and Care Plan needs to be made.

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
- Prepare and review information the governing board is required to publish.

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;

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

Partnership with Parents/Carers

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.

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

Nursery

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. This is an opportunity for parents to talk about their child, including any concerns they have and for the child to

meet a Nursery member of staff. 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.

Through the Early Years Foundation Stage, [Nursery and YR] 'Tapestry' – an online learning journal for each child informs parents of their child's progress in learning and development. Tapestry builds a very special record of a child's experiences both at home and within the setting of their journey through their early years.

- **Reception – in addition to Tapestry:**

- 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 and implement 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 SENDCo.
- 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: February 2021

Next review:

