

**Special Educational Needs & Disability
(SEND) and Inclusion Policy**

Tibshelf Infant & Nursery School



Date Approved: September 2022

Date to be Reviewed: September 2023

Tibshelf Infant & Nursery School is a fully inclusive school and we take pride in our provision for pupils with additional needs and disabilities. We implement a 'whole school approach' to special educational needs and disability which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. We believe in early intervention so when we identify a child experiencing a difficulty we work closely with parents/carers to offer support.

Our objectives

1. To identify potential barriers to learning and to provide support for pupils who have special educational needs, disability and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To deliver Quality First Teaching and provide an inclusive, high-quality provision which constantly gives opportunities for every child to grow and learn through a vibrant and creative curriculum
5. To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND and Inclusion Policy
6. To provide support, train and advice for all staff working with pupils with special educational needs and disabilities
7. To work in partnership with parents/carers and pupils
8. To work with the Governing Body to enable them to fulfil their statutory monitoring role of SEND provision

School Information

The named person who is currently responsible for managing the provision for SEND at Tibshelf Infant & Nursery School (SENDCO) is Mrs. Megan Ashall. The SENDCO can be contacted through the School Office on 01773 872571 or via email; mashall@tibshelf-inf.derbyshire.sch.uk

The named Governor for SEND is Karen Waring who can be contacted through school on 01773 872571 and email; kwaring@tibshelf-inf.derbyshire.sch.uk

Our SEN and Inclusion policy has been shared with the school's governing body and will be reviewed regularly. The content of the policy reflects the SEND Code of Practice 2015, 0-25 guidance. An annual SEN Information Report will be shared with parents, carers and the governing body and published on the school's website.

Guidance and Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2015) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE (February 2013)

- SEND Code of Practice 0-25 (June 2015)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document September (2013)
- Development Matters Non-statutory curriculum guidance for the early years foundation stage (2021)
- Derbyshire Local Offer - www.derbyshire.gov.uk/SEND
- Keeping Children Safe in Education (2021)
- Teacher's Standards 2012
- Derbyshire County Council's Graduated Response (May 2022)
- Safeguarding Policy
- Accessibility Plan
- Behaviour policy
- Admissions policy
- GDPR policy
- Anti-bullying policy

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which requires for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age

Or

- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The areas of Special Educational Needs (Pg.97 SEND Code of Practice, 2014) will be identified as either:

Communication and Interaction

This includes:

- Speech, language and communication needs
- Difficulty saying what they want because of poor articulation or use of language
- Difficulty in understanding what is being said to them
- Difficulty in understanding or using social rules of communication

- Children with Autistic Spectrum Disorders including Asperger's Syndrome or Autism are likely to have particular difficulties with social interaction, which impacts on social communication

Cognition and Learning

This includes:

- Children who are learning at a slower pace than their peers, even though the work is adapted for their needs

Levels of difficulty may vary and include:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia

Social, Emotional and Mental Health Difficulties

This includes:

- Children who are withdrawn or isolated
- Children displaying challenging, disruptive or disturbing behaviours
- Children who have underlying mental health difficulties, such as anxiety, depression or self-harming
- Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

Sensory and/or Physical Needs

This includes children with:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

Slow progress, low attainment and behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Identification of pupils' needs

All of our children are treated as individuals. Class teachers, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure Quality First Teaching and learning with effective support and resources. Clear and specific outcomes and targets are identified on My SEND Learning Programmes and Education Health and care plans (EHCPs) are put in place if needed and reviewed regularly. Interventions and support are put in place to ensure that every child is given the opportunity to reach their individual potential; this may mean that not every child is treated in the same way, but it will mean that every child has the opportunity to succeed and make progress. Assessment and tracking ensure that children's next steps are accurately identified and careful planning for these enables all children to make progress. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

A Graduated Approach

At Tibshelf Infant and Nursery school we follow a graduated response that starts with a 'whole school approach' to inclusion. At Tibshelf Infant and Nursery School staff use the Derbyshire County Council Graduated Response (May 2022) as part of the assess, plan, do, review cycle.

- Class teachers provide Quality First Teaching and have the highest possible expectations for all pupils in their class. Differentiation is used for individual pupils and is the first step in responding to pupils who have or may have SEND.
- The child's class teacher will make reasonable adjustments and will provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Children at this level will be added to the school's Universal support register.
- Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rates of progress, despite Quality First teaching targeted at specific areas of difficulty, it may be that the child has SEND and information will be gathered in a My SEND Learning Programme.

- The class teacher will be responsible for the progress and development of all the pupils in their class and the SENDCO may be consulted as needed for support and advice and may wish to observe a pupil in class.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored in order to measure their level of learning and possible difficulties. At this point the child will be added to the schools SEND register at Targeted level.
- The class teacher will monitor the progress and will decide on the provision to help them make the best possible progress.
- Parents/carers will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Regular reviews and pupil progress meetings will take place to monitor and assess the progress being made by the children, in line with requirements of The SEND Code of Practice.
- Half Termly staff SEND review meetings are held with Teachers and Teaching Assistants. This provides an opportunity for all members of staff working with these children to contribute to discussions and reviews of progress, leading to a 'whole school approach'.

Specialist SEND Support

Where it is determined that a pupil does have SEND and external agencies are involved, parents will be advised of this, and this information will be added to the SEND register. The pupil will have a My SEND Learning Programme and staff will work with outside agencies to help the school ensure that effective provision is put in place and so to remove barriers to learning.

Graduated Response at Tibshelf Infant and Nursery School

UNIVERSAL

- Data and observations used to identify children who are not making the expected progress.
 - No specific SEND intervention: Reasonable adjustments as part of Quality First teaching expectations.
 - Children added to Universal Support list
- NEXT STEP: Class teacher initial concern form, SENCO involvement.

TARGETED

- My SEND Learning Programme created (To be reviewed and updated half termly)
- Extra provision such as small group work or specific interventions are identified (provision map)
 - Meeting with class teacher and parents
- NEXT STEP: further assessments within school and possible request for support from external agencies

SPECIALIST

- External agencies provide recommendations
 - Recommendations implemented in school
- My SEND Learning Programme created/updated in more detail. This is reviewed and updated half termly
- NEXT STEP: Further external specialist advice. Possible application for EHCP (Education, Health and Care Plan) or EYIF (Early Years Inclusion Fund).

- EHCP (Education, Health and Care Plan) granted
 - School implements recommendations
- Annual review (3x review meetings per year – Autumn Term 2, Spring Term 2 and Summer 2)
- NEXT STEP: Further external advice, possible amendments to EHCP.



Children's SEND provision can be reduced if progress is sustained, without needing specialist support or specific interventions. Provision and progress are reviewed regularly, and this is shared with parents.

ASSESS

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's own views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

PLAN

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

DO

The class teacher remains responsible for working with the child/planning for the child on a daily basis. They will retain responsibility even where interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants, to plan and assess the impact of support and interventions and make links with the classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

REVIEW

Reviews of a child's progress will be made regularly. Team SEND meetings with teachers and teaching assistants to discuss progress of pupils will be held half termly, (teachers and teaching assistants discuss progress of pupils on a daily basis), as well as termly Pupil Progress Meetings with class teachers and the SENCO. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, the

parents/carers, teacher and SENDCO. 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/carers and the pupil.

SEND Provision at Tibshelf Infant and Nursery School

At Tibshelf Infant and Nursery School all pupils access Quality First Teaching. This high-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

At **universal level** there are resources available to use with pupils that teachers have identified as having difficulties, these resources include: wobble cushions, specialist pencils / pens & grips, fiddle toys, timers, raised writing boards. Children may access small group support for Maths and English lessons, may be heard read on more regular occasions and may be part of some interventions such as Twinkl Phonics Intervention, NCETM Mastering Number, Pre-teaching groups and Talk Boost.

At **targeted level** children will have specific targets identified to help meet their identified needs. A My SEND Learning Programme is created for the child and specific provision is outlined. This may include access to interventions such as Zones of Regulation, Lego Therapy, and other specific support such as individual visual timetables and time in the Rainbow Nook may be put in place.

At **specialist level** interventions will be accessed when external agencies are involved including Support Service for Special Educational Needs, Educational Psychology, Speech Therapy, Occupational Therapy, Physiotherapy.

Referral for Support

If a child or young person is not making the expected progress, even with additional SEND support, or they have a lifelong or significant difficulty, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for either temporary or longer-term additional support will be taken at a progress review, or on entry into school.

The application for any additional support will combine information from a variety of sources including:

- Parents / Carers
- The young person involved
- Teachers / SENDCO

- Social Care
- External agencies e.g. Educational Psychologist and Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a professional panel about whether the child is eligible for additional support.

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, the child's parents/carers and other professionals will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually (6 months in the Early Years Foundation Stage) by staff, parents/carers, the pupil and agencies involved. The review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Early Years Inclusion Fund (EYIF)

Derbyshire's EYIF is available for children from the term after they are 2 until the end of Autumn 1 in reception. The funding is available for children who have significant barriers to learning and attend either a non-maintained or maintained early years setting.

Once a decision has been agreed and funding has been granted, it will be reviewed every 6 months by staff, parents/carers, the pupil (where appropriate) and agencies involved.

Further information about EYIF, GRIP, TAPS and EHC Plans can be found via the **SEND Local Offer**.

What is the Local Offer?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on - www.derbyshire.gov.uk/SEND

Working in partnership with parents/carers

Tibshelf Infant & Nursery School believes that a close working partnership with parents is vital to ensure that;

- Information is shared
- 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

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on an individual pupil's needs. Where a child is receiving additional SEND support, schools and parents/carers will meet at least three times a year.

Working with pupils

At Tibshelf Infant and Nursery school, we place our children at the centre of our 'child-centred approach'. Children are included, where appropriate, in each stage of their education journey. At the end of every term pupils are involved with updating their One-Page Profiles with adults who work with them.

Working with outside agencies

The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school.

Support Services include:

- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, hearing and physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Care
- Multi Agency Teams

Roles and Responsibilities

The Class Teacher –

Each class teacher is responsible for:

- Providing Quality First Teaching for **all** pupils in their class
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching and its improvement
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The SENCO

The key responsibilities of our SENCO includes:

- Working with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date

The Headteacher –

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEND Governor –

The key responsibilities of our SEND Governor includes:

- Helping to raise awareness of SEND issues at governing body meetings
- Monitoring the quality and effectiveness of SEND and disability provision within school and update the governing body on this
- Working with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

Transition

When moving between key stages or onto the next year group, information is shared with the new class teacher regarding provision, strategies and interventions that are already put in place for the child. All paperwork, reports and One-Page Profiles and My SEND Learning programmes are also given to the next teacher. When a child moves from Early Years provision or transfers to Junior School, staff liaise with each other and share information, records are transferred, and additional transition visits are set up for individual children if appropriate.

Supporting children with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some may also have Special Educational Needs or a disability and may have additional funding to support their needs, or an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs /conditions. Meetings are held between parents/carers, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014; the school policy is on the website.

Accessibility

The layout of the school facilitates access for adults and children with disabilities to all areas. There is dedicated disabled parking and toileting facilities.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher/SENDCO, who will be able to advise on

formal procedures for complaint. A copy of the policy can also be found on the school's website.

Evaluating Success

This policy and the SEN Information Report will be reviewed by staff and governors **every year**. It will be updated if there are any changes throughout the year and this will be approved by governors. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' My SEND Learning Programme progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis and comparisons with local and national data
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate

'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'