



Whitehall Nursery and Infant School

SUPPORTING SPECIAL EDUCATIONAL NEEDS

Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs and disabilities (SEND) of its pupils. The information is freely available to parents of existing or future pupils of the school.

This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0-25 (2014)** and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for school DfE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the SENCO Mrs L. Mason in liaison with Governors and the schools senior management team. The SENCO achieved a National Award for SEN and Inclusion in February 2012. The SENCO is supported and advised by the Headteacher.

SEND Policy

Whitehall Infant & Nursery School places great importance on striving to meet the needs of **ALL** children and young people in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

The Aims and Objectives for SEND are set out below;

Aims – Improving outcomes

To provide a stimulating, caring, professional, open, educational environment in which:

- All children achieve their full academic and social potential.
- All children become confident individuals living fulfilling lives.
- All children make a successful transition into adulthood, whether into employment or FE.

Objectives

- To provide a structured, stimulating and safe environment where all pupils can thrive.
- To work together with them and parents to achieve their full potential, both academically and socially.
- To provide good quality, flexible, differentiated teaching and varied learning experiences which meet the needs of all children which allows for independence and understanding.
- To teach them skills that enable a greater independence in meeting their educational and social needs.
- To develop a parent led multi-agency partnership through which the best interests of the child can be served.
- To strive to make reasonable adjustments, whenever and wherever the need arises to facilitate the inclusion of pupils with learning difficulties and disabilities and physical and medical disabilities.

Responsibilities

The Governing Body are ultimately responsible for using their best endeavours to meet the needs of children and young people with special educational needs in their school. There should be a member of the governing body with specific oversight of the school's arrangements for SEN and disability. The governing body must publish information on the school website about policy and provision for pupils with SEND. Our Governor for SEND is Mrs Sadiyah Bibi (*SEND Code of Practice: 0-25 years, 6.79*)

The Headteacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school. They should monitor the quality of teaching and provision for pupils with SEND. Our Headteacher is Mr. Lee Kilkenny.

The Special Educational Needs Coordinator or SENCO / Inclusion Manager is the person responsible for coordinating the day-to-day provision for pupils with SEN. The SENCO is responsible for developing and implementing the SEND policy and monitoring SEND provision in school. They should also provide professional guidance to colleagues and work closely with parents of children with SEND. Additionally, the Inclusion Manager has responsibility for meeting the needs of pupils with medical needs and is on the Safeguarding team. In this school this person is Mrs Lyndsey Mason.

All Teachers are teachers of SEND and should take full responsibility for all children and young people with SEN in their class. They should provide quality teaching and attempt to remove barriers to learning for all children, including those with SEND. When this has not been successful they should consult with parents and share concerns with the SENCO.

Teaching assistants work under the guidance of the class teacher. They are responsible for the support they have been requested to give to pupils with SEND and recording the impact it has had on their progress or well-being. They should also raise any concerns they have with the class teacher.

Learning Support Assistants work under the direction of the class teacher and SENCo in support of one or two children. They are responsible for the support they have been requested to give to pupils with more challenges attached to their SEND. They are also responsible for recording the impact their work has had on their progress and well-being. They should raise any concerns they have with class teacher and/or SENCo.

Admission Arrangements

The admission arrangements for the school treat children with SEND who do not have an Education, Health Care Plan exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from Education Walsall. Those children with an Education, Health Care Plan or looked after children may well take priority.

Making the School Accessible

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement these plans.

Access to the building

We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and SEN eg. (blinds and carpeting are available in some rooms to assist access for children with sensory needs, a disabled toilet exists, handrails are fitted to all stairs, ramps have been built to the side entrance, colour schemes and display policy assist pupils with ASD. A full access audit has been undertaken and a plan exists to improve access over time, which is available on request.

Access to the curriculum

From Nursery through to Year Two, steps are taken to remove barriers to learning for all pupils. These steps differ for each child whether or not they have special educational needs or not. All pupils have access to a broad and balanced curriculum where high expectations are set by teachers and teaching assistants. All lessons are planned with strategies to support those children who have SEND.

Access to information

Teaching staff are available to speak with parents each day at the end of school. In the morning, if messages need to be passed on a number of members of staff are on hand to facilitate this. If parents need to speak with the Headteacher, Deputy Headteacher or Assistant Headteacher, they should request an appointment. The SENCo is available to parents by phone or in person at the beginning and end of the school day unless in meetings.

Letters are sent with children and accessible letters can be requested in whichever format is suitable.

Resourcing SEND in the School

We receive and use resources for meeting SEND in a number of different ways. We receive a delegated budget, called the Notional SEND budget, for SEND pupils, which is funded by the local authority. We allocate this funding to provide general and specialist resources, specialist staff or training and support groups.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is, children with greater need receive more support. The additional activities that we undertake will provide support to different levels of need. We call this the **Graduated Response**. This school takes its duties regarding SEND very seriously and commits significant resources to meeting children and young people's individual needs.

The resources that we allocate are:

- Comparable with similar schools in Walsall, and we allocate them fairly and equitably according to the level of need;
- Based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age;
- Compared with those of similar schools to ensure that we are not out of line;
- Moderated through advice, help and support from the central SEND support services in Walsall who routinely work across a number of schools.

We have a range of different external services regularly available to us for SEND support and these include; Advisory teachers for SEND, Educational Psychologists, Specialist Support team staff; Education Welfare Officers and Attendance Support Workers, Behaviour Support Workers and Outreach. We may also call upon school health services, social services and other key statutory and agencies that work in specialist areas in Walsall, the most notable of these being the Black Country Women's Aid and Central and South Locality Hub.

Training for Staff

We regularly undertake training and development work in the area of meeting SEND in schools, and this is included in our school development and training plan. Training can be designed to support all children or individual children, specific to our school or more general.

Identifying and Meeting SEND

The broad categories as described in the SEND Code of Practice 2014 are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, having English as a second language or other reasons, which alone would not mean that a child or young person has Special Educational Needs or Disability.

We identify whether children and young people have SEND in the following ways:

Through assessment over time

- information that we may receive when a child or young person transfers to the school;
- considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services;
- identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- constant monitoring of progress of individual children at regular intervals;
- considering whether the pupils rate of progress is in line with the progress of other children of the same age
- listening to what children and young people and their parents / carers tell us;
- conducting our own more in depth assessment of learning and behaviour; and
- seeking further views through consultations with other external educational professionals e.g. educational psychologists, advisory teachers etc.

Levels of response:

- **Initial Concern** When children enter our school we have little information about them unless they have been to another setting previously. Therefore we make sure any children with difficulties we are not sure about are recorded in this section. At this stage the class teacher will conduct induction assessments and deliver quality teaching and simply monitor their progress more closely to remove barriers quickly.
- **Early Response** When the class teacher first identifies definitely that a child or young person has a difficulty and they are not making progress in relation to other pupils in the class and year group, we will plan how we are going to help them to overcome this, and give a timescale and targets for improvement. When we have assessed that the child or young person is back up to achieving within the normal ability range for the rest of the children in the class we will judge the support to have been successful and finish the plan. This decision will be made by the class teacher and the SENCo. Those children will then be recorded in the initial concern section so that monitoring can continue for a further term to ensure attainment is embedded. We follow a termly cycle of Assess/Plan/Do/Review which entails finding out what work has been already carried out and what the child already knows. We then plan and deliver support to achieve the outcomes we want. Lastly we will review the impact the plan has had and then begin the cycle again with different achievable outcomes.
- **SEND Support** If the support at Early Response has not been as successful as we hoped and the pupil is still achieving well below that of all of the other children and young people, we increase the level of support for that child by planning monitoring and reviewing alongside the SENCo. We will seek the advice of professionals external to the school e.g. Educational Psychologist. The Assess/Plan/Do/Review cycle will continue, supported by advice from the SENCO and external professionals. This support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If this support is successful then the pupil will cease to need this level of input and so will revert to being supported at Early Response level. This decision is made by the class teacher, SENCo and other agencies involved.
- **Education Health Care Plan** If a child or young person is still making very little or no progress and continues to require a great deal of support, we will consider along with the parents and other professionals whether to request an Education Health and Care needs assessment. This is a very serious decision and will require evidence from school and other professionals as to the action we have taken to address the pupil's needs as part of SEND support.

At all of these levels, parents will be consulted and their thoughts and feelings taken into account. As a school we recognise the importance of good, two way communication and value of the information parents hold about their children.

Supporting pupils at school with medical needs

We recognise that pupils at school with a medical condition should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may have a disability, in which case we will comply with our duties under the Equality Act 2010. Some children may also have SEND therefore we will support their educational difficulties alongside their **Health Care Plan**.

Providing Equal Opportunities

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and we will make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally and with the agreement of both the child or young person and their parents / carers a joint decision will be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child or young person's needs. This may be to allow for such things as therapy treatments to take place, or additional work experience etc. We will also ensure that there are no barriers to children and young people with SEND taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers. The only exception to this would be if the activity would cause safety issues for the child or any members of staff. We will then seek an alternative replacement activity.

Monitoring the Success of the Provision Made

We regularly monitor the progress of all our pupils, and children and young people with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- parents work with us and support the additional work that we are doing;
- parents ensure that their child attends regularly and on time;
- we have the same high expectations for pupils with SEND as we do for all;

- we regularly monitor and review our provision; and
- report at least yearly on progress to the Governing Body.

External monitoring of our provision and arrangements is provided by the Authority, SIP, and the OFSTED Inspection process.

Bullying

At Whitehall Infants we do not tolerate bullying of any kind. We are aware that pupils with SEND are among the more vulnerable pupils in school and we take steps to monitor them both in the classroom and on the playground. We regularly talk about what to do if a pupil thinks he/she is being bullied and there are trained play leaders on the playground every day to ensure that pupils are playing happily. We also discuss being a good friend within our PHSE curriculum.

If bullying is reported then incidents are recorded and the headteacher will speak with both pupils and parents.

Involving Parents

We welcome the involvement of all parents but particularly those with children and young people with SEND. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents will be notified if we believe that their child needs additional support.** We will then work together to put a plan in place for their child utilising our joint knowledge and experience. We will request their attendance and advice at regular reviews and ask them to undertake additional support activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partners in their child's learning and progress.

Pupils and parents are given regular opportunities to share their experiences of the SEND process through the review process. The SENCo is available each morning to meet with parents who have concerns. Class teachers can also make themselves available on request.

The Walsall Local Offer and our schools information report are available for all parents to read on our website. It contains information about what strategies and provision parents can expect schools to implement for their children.

Parental Complaints

We will always be open to receiving either compliments or complaints from parents of children and young people with SEN in the school. In the first instance these should be relayed to the SENCO either by calling for a discussion or to make an appointment, or by writing in to school.

- Telephone discussion: Complaints, can usually be easily and quickly be dealt with by a telephone conversation, but, please be aware that staff will find it difficult to get to the phone during the normal teaching day.
- Meeting in school with SENCO: In the unlikely event that speaking with the class teacher does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCO to discuss this further.
- Meeting in school / discussion with Headteacher If you are still not satisfied that your concerns have been resolved then you should either phone the Headteacher for a conversation or appointment to meet, or put your concerns in writing.
- Information, Advice and Support Service (01922 650330): This service is available to parents who need advice or support regarding their child's SEND.

A copy of the school's complaints procedure is available from the Headteacher.

Reviewing the Policy

This policy will be reviewed annually and will be available for parents to access on our school website.

Key Contacts

The key contacts for further advice and information on SEN in the school are;

SALT	Telephone Number: 01922 605400
School Nursing Service	Telephone Number: 01922 423349
Central & South Locality Hub	Telephone Number: 01922 646574
Early Intervention Inclusion Services	Telephone Number: 01922 652860

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