

Broomhill Infant School

Additional Educational Needs And Inclusion Policy



October 2018
Updated September 2021

“Education must develop every child’s potentiality, talents and ability to the full.” Article 29, UN Convention on the Rights of the Child

“A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.” Article 23, UN Convention on the Rights of the Child

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 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 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014).

Definition of SEN and Disability (SEND)

At our settings we use the definition for SEN and for disability from the SEND Code of Practice (2014). These state:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special Education Provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010-that is ‘... **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.**’

Key Roles and Responsibilities.

The SENCO has day to day responsibility for the operation of the SEND Policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO is **Rebecca Symmons** (sencobroomhilli@bristol-schools.uk).

SEND Governor: The SEND Governor is **Sapna Boden**. She has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Body.

Designated Safeguarding Lead (DSL): The head teacher **Hayley Farthing** has specific responsibility for safeguarding and is the DSL. Kevin Hawkins (Deputy Head) and Rebecca Symmons are also DSL.

RATIONALE

At Broomhill Infant School we are committed to providing high quality care and education to all children who attend our settings. We are committed to providing play and learning experiences that individually meets the needs of every child. Our inclusive approach to child development ensures that every child is equally valued and has opportunities to grow and develop in a safe and caring environment.

We are committed to inclusion, in line with the Bristol Inclusive Education Policy, The UN Convention on the rights of the child, and, the UNESCO Salamanca agreement. We value, respect and work in accordance with the Special Educational Needs and Disability Code of practice 0-25 years (DFE 2014).

We strive to develop policies and practices that include all children and their families. Our belief is that no child with SEND will be discriminated against. We aim to engender a sense of community and belonging and offer new opportunities to all children and their families, responding in ways that take account of varied lives, experiences and needs. We believe that inclusive education is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background.

OBJECTIVES

- To ensure the SEND and Equality Acts and relevant Codes of Practice and guidance are implemented effectively across the settings.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children identified with 'special educational needs.'
- To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by lead teachers, teachers, keypersons, SENCo and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated provision, for those children identified as having an additional need.

- To ensure that children with SEND are perceived positively by all members of the settings and that SEND and Inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them where possible.
- To enable children to be well equipped when they move on to each transition stage.

Identification of Needs

The identification of SEND is embedded in the whole settings process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for Children with SEND. The purpose of identification is to work out what action the settings need to take, not to fit the child into a category. It is also important to identify the full range of needs, not simply the primary need of a pupil.

The Code of Practice refers to four broad areas of need.

Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those children who are making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the Class Teacher/Early Years Practitioner. Where progress continues to be less than expected, the Class Teacher/Early Years Practitioner will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher/practitioner and SENCO will consider all of the information gathered from within the school about the child's progress, alongside the views of parents/carers and the child. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where children have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning Improvement Service (LIS)
- Speech and Language Therapy Service
- Behaviour Improvement Service (BIS)
- Bristol Autism Team
- Occupational Therapy
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A one-page profile and provision map will be started. This is a working document which will be updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The Class Teacher/Early Years Practitioner is responsible for working with the child on a daily basis. She/he will also liaise closely with LSA's or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed three times a year by the teacher, SENCo, parent/carer and the child. This will inform

the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, and review*. Reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

SEN Provision

SEN support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Extra help from a teacher or a Learning Support Assistant
- Making or changing materials, resources or equipment.
- Working with a child in a small group.
- Maintaining specialist equipment.
- Observing a child in class or at break and keeping records.
- Helping a child to participate in the class activities.
- Making sure a child has understood things by providing visuals, using specific vocabulary, encouraging the child to ask questions and to try something they find difficult.
- Helping other children to work with a child, or play with them at break time.
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- Access to our Nurture Group.
- Access to the SEN provision (Blossoms).

Managing the needs of Children on the SEND Register

Each child with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed three times a year with parents and children. Decisions regarding the levels of support provided are needs led, working within the constraints of the school budget.

The Class Teacher/Early Years Practitioner is responsible for:

- The progress and development of all children including those with SEND.

- Ensuring the Personal Plan/Play Plan/Provision Map is implemented in the classroom.
- Regular liaison with parents and the SENCo.
- Effective deployment of additional adults.
- Identifying on planning the provision they are making for children with SEND.
- To write and review targets for pupils with SEND with the support of the SENCo.

Learning Support Assistants/Keyworkers are responsible for:

- Ensuring the day to day provision is in place for the children they support.
- Implementing agreed strategies and programmes, and advice from specialists.
- Record Keeping.
- Resources.
- Maintaining specialist equipment.
- Regular communication with the Class Teacher/Early Years Practitioner and SENCo.

The SENCo is responsible for:

- The SEND Policy and its implementation.
- Providing up to date and relevant information with regards to the Code of Practice.
- Co-ordinating support for children with SEND.
- Ensuring that appropriate Personal Plans/Play Plans and provision maps are in place.
- Updating the SEND register and maintaining individual pupil records.
- Monitoring the quality of provision and impact of interventions.
- Attending network meetings and updating staff.
- Referrals to and liaison with outside agencies
- Line managing HLTA and LSA with responsibility for the Nurture Room.
- Liaising with Middle Leaders who line manage LSA's with responsibility for pupils with SEND.
- Liaising and advising staff.
- Maintaining regular liaison with parents/carers to implement a graduated approach, including ensuring play plans/personal plans and provision maps are in place.
- Co-ordinating annual reviews.
- Supporting staff in identifying children with SEND.
- Mapping provision throughout the school.
- Identifying training needs of staff both to extend their own professional development and to ensure 'tailor made' training which is need specific is available when appropriate.
- Maintaining links and information sharing with receiving schools/settings.

Criteria for removing children from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first

teaching, they may be removed from the SEND register. The school/setting will continue to monitor children recently removed from the register to ensure good progress is maintained.

Requesting and Educational Health Care Plan (EHCP).

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the School/settings own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

For further information on Educational Health Care Plans please see the Bristol Findability website.

<https://www.findabilitybristol.org.uk>

Working in Partnership with Parents/Carers and children

At Broomhill Infant School we believe that it is fundamental to develop mutually respectful relationships with parents and carers. We value the knowledge that they have of their child and work in partnership ensuring families feel involved in their child's care.

- Staff and parents/carers work together to support children identified as having special educational needs.
- Parents/Carers are involved at all stages of the education planning process.
- Parents/Carers have regular opportunities to meet with key person/class teacher and SENCo.
- Achievable targets are agreed upon during Personal Plan/Play Plan/ provision map reviews and Annual review meetings.
- Parents/Carers are always invited to contribute their views to review processes.
- Parents/carers and class teacher/ key person are clearly informed about actions to be taken e.g. monitoring and observations.
- Ideas and materials for enhancing learning at home will be discussed and shared with parents/carers e.g. visual timetable.
- Parents/carers are always given copies of review paperwork.
- The head teacher and SENCo operate an open-door policy for parents/carers seeking support and advice.
- The dedicated SEND Governor who is available as a contact point.
- Individual arrangements can be made for phased entry into Reception.
- Additional time and special arrangements for SATs.
- Support for transition between classes.
- Support for transition from Foundation Stage into Key Stage 1 and from Key Stage 1 to their new School.

Supporting Children with medical conditions

The School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability

the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the EYFS and school curriculum for children with a disability e.g. an extra adult to accompany a child on a trip/residential.

Specific staff have training to support particular needs e.g. technical knowledge to maintain auxiliary aids and equipment.

Debbie Holland is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEND

The Head teacher and Senior Leadership Team regularly monitor and evaluate the quality of provision for all children. The School aims to use interventions that have proven outcomes and are evidence based. The impact of Sen Provision on the progress and outcomes for children on the SEN register is measured through

- Analysis of pupil tracking data and test results at pupil progress meetings.
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data.
- Progress against individual targets.
- Children's work and interviews.

The SENCo maps and costs provision for each class/setting. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to the provision.

THE SEND Governor is responsible for:

- Monitoring the effective implementation of the SEND policy.
- Liaising termly with the SENCo.
- Reporting to the governing body on SEND.
- Ensuring that pupils with SEND participate fully in school activities.

Training and Development

Training needs are identified in response to the needs of pupils currently on the SEND register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with ASD.

The SENCo attends network meetings to share good practice and keep up to date with SEND developments.

Storing and Managing Information

Children's records and SEND information may be shared closely with staff working with SEND children to better enable them to meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet or in a file in the SENCo's office. Individual SEN files are transferred to receiving schools.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Date of Review:

Complaints

We urge any parents/carers with any concerns regarding the SEND policy or the provision made for their child at Broomhill Infant to speak to us as soon as possible. In the first instance, please speak to the class teacher/early years practitioner or the SENCo. If parents feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to engage with the school complaints procedures.

The office for Disability Issues (Tel 0845 604 6610) provides information and guidance on the Equality Act 2010. This organisation would be able to advise if the concerns relates to an issue of the possible discrimination of a disabled child, which cannot be resolved with the school.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Appendix 1: Key Documentation.

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0 – 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

Bristol Findability Website

<https://www.findabilitybristol.org.uk>

