Parsonage Farm Nursery and Infant School
Special Educational Needs and Disabilities Policy (SEND)

Parsonage Farm Nursery and Infant School is committed to providing a balanced curriculum in which all children are enabled to make progress and achieve success. In order to provide an inclusive curriculum, teachers take account of the Special Educational Needs and Disabilities of pupils and make appropriate provision, enabling individuals or groups of pupils to participate effectively, by setting appropriate learning challenges, addressing barriers to learning and responding to children's diverse learning needs.

Aims:

- To create a school environment in which all children are included, valued and challenged whilst having full access to all elements of the school curriculum
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND

Objectives:

As a school we will:

- Provide every pupil with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for differentiated work that is appropriately matched to learning needs and ensures progression
- Use a range of organisational strategies to ensure learning needs are properly addressed
- Acknowledge and take account of a range of teaching and learning styles so that all pupils, can take part in lessons fully and effectively, providing equality of opportunity
- Create effective learning environments in which pupils achievements are celebrated and independence is encouraged
- Ensure that assessments are appropriate, giving pupils opportunities to demonstrate their own knowledge and attainment through appropriate means
- Set aspirational yet attainable targets for learning
- Help pupils to manage behaviours that hinder either their own or others learning
- Liaise with outside agencies to ensure high quality provision

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

We are committed to early identification and intervention of children who may have special educational needs and disabilities. A class teacher uses their knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a pupil's progress.

Evidence is then gathered regarding:

- The child's strengths and weaknesses
- Differentiated learning opportunities provided
- Teaching strategies that have been employed

This evidence is then discussed, alongside the teacher's concerns, with the SENDCo. They will consider if developing the present strategies will meet the pupil's needs. The class teacher will inform the parents/carers at the earliest opportunity to alert them to concerns and invite them to be active participants in helping meet their child's specific learning needs.

Early Intervention

A child that is achieving at a level that is slightly below that which is expected may be identified as needing early intervention. These children will be monitored closely by the class teacher and will be reviewed by the Headteacher/SENDCo at least termly.

SEND Support

The trigger for SEND Support is concern about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted to address weaknesses
- Shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas
- Presents persistent emotional or behavioural difficulties, and has not responded to behaviour management techniques usually employed by the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

This pupil will then be listed on the SEND register as SEND Support and an Individual Education Plan (IEP) may be written to support the child.

The class teacher, in consultation with the pupil's parents/carers and the SENDCo will decide upon the support needed to help the pupil's progress.

This support may be:

- Provision of further differentiated learning materials or specific equipment
- Intervention programmes that are additional to and different from the usual curriculum
- Support from outside professionals from health, social services, behaviour support service or Educational Psychology Service

Education Health and Care Plan (EHCP)

In very few cases, it may be necessary for the school to consider, in consultation with parents/carers and any outside agencies involved, whether an Education, Health and Care Plan is necessary. This will only be considered after a period of purposeful intervention has taken place. We will use Local Authority criteria to support this decision.

At all stages of the Special Educational Needs and Disabilities process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to become fully engaged in helping with their child's educational needs.

ROLES AND RESPONSIBILITIES

SENDCo Responsibilities

- Clerical
- Advice
- Monitoring and Evaluation

Clerical:

- Write the school's SEND policy in line with the Code of Practice (2002)
- To maintain an electronic SEND register
- To complete SEND documentation as necessary
- To be responsible for the completion of all 'formal' documentation relating to SEND
- To be responsible for liaising with all outside agencies
- To be responsible for annual reviews of EHCPs

Advice:

- To support staff with strategies and intervention programmes to use for children with SEND
- To support staff to write IEPs where necessary
- To undertake a termly review with all staff through Pupil Progress Meetings
- To contribute, when required, to Parent evenings
- To contribute, when required, to meetings of the Governing Body

Monitoring and Evaluating:

- To liaise termly with the school's designated SEND Governor
- To be responsible for monitoring the provision of SEND children through the monitoring of teachers' planning, SEND files, completed documentation etc.
- To monitor and evaluate the effective implementation of intervention programmes
- To monitor and evaluate the effectiveness of LSA support for SEND children

Headteacher's Responsibilities

The Headteacher:

- has the responsibility for the day to day operational management of all aspects of the school's work, including SEND
- should keep the Governing Body informed
- should liaise with the SENDCo and SEND Governor
- should ensure that the SENDCo and teachers develop positive and constructive relationships with the parents/carers
- should ensure that all teachers understand their own responsibilities in respect of SEND
- must ensure that the effectiveness of the school's work on behalf of children with SEND is evaluated

Class teacher's Responsibilities

- Early identification of children who may need extra support
- Liaising with SENDCo to discuss children with SEND
- Planning appropriate curriculum for children with SEND
- Planning time for LSAs to deliver intervention programmes
- Supporting LSAs to work with children with SEND
- Keeping parents informed
- Writing IEPs where appropriate

Governing Body Responsibilities

The Governing Body is responsible for:

- Ensuring necessary provision is made for any pupil with SEND through reports from SEND Governor
- Ensuring SEND Information Report is published on the School Website
- Reviewing the SEND Policy and SEND Information report annually
- Appointing a Governor with specific responsibility for SEND

SEND Governor

The named Governor with responsibility for SEND is Mrs Rhian Sayles. Her specific responsibilities include:

- Termly meetings with SENDCo/Headteacher to share information about provision and practice
- Take an active part in reviewing SEND policy and practice
- Keeping informed about what the LA is doing in relation to SEND to maintain awareness within the FGB

Review and Evaluation

The SEND Policy and practice are regularly reviewed to ensure they are effective.
All children's progress is reviewed at least termly but children on the SEND register or who have an IEP, may be reviewed more frequently.