

# Hartford Infant and Preschool & Hartford Junior School



## SEND & Inclusion Policy

Lead persons: Mrs Vicky McGregor and Miss Charlotte Deaves

Adopted by Governors:

Date of revision: Annually

## **Hartford Infant and Preschool and Hartford Junior School SEND and Inclusion Policy**

This policy is based upon the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2014, updated in 2015 and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out the schools' responsibilities for pupils with SEN and disabilities.

The Special Educational Needs and Disabilities regulations 2014, which set out schools' responsibilities for Education, Health, and Care Plans (EHCPs), SEND Coordinators (SENDCOs) and the SEND Information Report.

### **Aims**

The SEND Policy aims to:

- demonstrate how Hartford Infant and Preschool and Hartford Junior School support and make provision for pupils with SEND;
- clarify the roles and responsibilities of staff;
- highlight high aspirations and expectations for all pupils with SEND and show how these are tracked against individual outcomes;
- describe how Hartford Infant and Preschool and Hartford Junior School will make every effort to create an inclusive environment which does not discriminate against pupils with SEND or disabilities;
- demonstrate how best outcomes are achieved using assessment and ongoing evaluation of provision;
- show how children are encouraged to be independent lifelong learners.

### **Definition of Inclusion**

Inclusion at Hartford Infant and Preschool and Hartford Junior School means meeting the needs of individual children. This may mean reasonable adjustments are made to the curriculum and provision, without compromising learning. If you walk around our setting, children of the same age may be doing the same learning focus in differing ways, opportunities are scaffolded to meet need.

Our staff have high expectations. They work to ensure barriers to inclusion are removed. They are committed to giving all children access to every aspect of school life.

Their aim is to facilitate learners who become curious, confident, and able to communicate effectively, these are our Characteristics of Learning and fondly known as the 'Hartford Heroes' with Hartford Infant school and the values at Hartford Junior School.

### **Definition of SEND**

Pupils have a SEND, if they have a learning difficulty which impacts upon their progress and attainment and calls for special provision to be made which is beyond, or in addition to Quality First Teaching, our core offer for all children.

The Code of Practice describes 4 broad areas of SEND. At Hartford Infant and Preschool and Hartford Junior School, we have provision to meet all of these.

Whilst we do not consider the following to automatically mean a SEND, we do understand how they **may** impact upon progress and attainment. If you would like to discuss support for any of the areas, please contact the SENDCO who will pass your details to the relevant member of staff.

- Disability, the Code of Practice outlines the “reasonable adjustment” duty for settings provided under the Disability Equality Legislation. A disability alone does not constitute a SEN but where a disabled child requires special educational provision, they will also be covered by a SEN definition.
- attendance and punctuality;
- poor health;
- safeguarding issues;
- English as an additional Language (EAL);
- being in receipt of Pupil Premium;
- being a child, who is looked after by the Local Authority or has previously been looked after;
- being a child of service personnel;
- having behavioural difficulties;

## Identification of SEND

We may already know a pupil requires additional support or has an educational need, for example:

- if they come from a previous school or setting, which has passed on this information;
- if they have been seen by an outside agency, such as a speech therapist or pediatrician who have shared information.

It may be that we identify a potential SEND ourselves, or a parent/carer may highlight a concern.

At Hartford Infant and Preschool and Hartford junior School staff make regular assessments and identify pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child’s previous rate of progress;
- fails to close the attainment gap between the child and their peers;

Progress is also considered in areas other than academic attainment, for example social skills.

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEND, rather that additional intervention or provision is needed which will be closely tracked.

When deciding whether SEND provision is required, we start with the desired outcomes, including the expected progress and attainment and the wishes of the pupil and their parents/carers.

We use this to determine the support needed and whether we can provide this by reasonably adjusting our core offer (Quality First Teaching), or whether something different or additional is needed.

If a possible need is identified, the following steps are followed:

- The concern is shared and discussed with parents/carers.
- Staff implement strategies to address the need. If concerns remain, they complete a SEND Alert form for the SENDCO [see Appendix 1].
- SENDCO may follow up with an observation or more specialist assessment.
- SENDCO, Class Teacher/Preschool Lead meet with parents/carers to agree a course of action e.g., small group support, new strategies, or resources.
- A Hartford Infant School and Hartford Junior School a Pupil Profile may be written which

clarifies support and tracks progress (see consultation with Parents/Carers section of this policy).

- If, after a short period of time, the course of action has not made the expected outcome on learning, referrals may be made to outside agencies for additional support. This will be done in consultation with parents/carers.
- If progress is still not as expected, school or parents may consider making an application for an Education Health and Care Plan Needs Assessment.

## **The Four Categories of SEND Need**

### **Communication and Interaction**

Children with speech, language, and communication needs (SLCN) may have a difficulty in communicating with others. This may be because they find it a challenge to say what they want to, a challenge to form sounds or words or understand what is being said to them. A child may struggle to understand the rules of social communication.

The Autistic Spectrum comes within this area of need, as children with ASC are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

### **Sensory and Physical**

Some children have a disability. These include:

- Hearing impairment (HI);
- Visual impairment (VI);
- Multi-sensory impairment (MSI);
- Physical disability (PD).

All above may require specialist support and equipment to help them access learning.

### **Cognition and Learning**

If a child learns at a slower pace to their peers, even with appropriate adaptive teaching, support for learning difficulties may be required. Learning difficulties cover a wide range of needs, including moderate, severe, and profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions including:

- dyspraxia;
- dyslexia;
- dyscalculia.

### **Social, Emotional and Mental Health difficulties (SEMH)**

Children may experience a range of social and emotional difficulties which can manifest in many ways. These may include:

- being withdrawn or isolated;
- showing challenging or disruptive behaviours.

Behaviours may reflect mental health difficulties including anxiety, depression, self-harming

eating disorders or physical symptoms which are medically unexplained.

Other children may have medical disorders such as Pathological Demand Avoidance (PDA), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder (AD).

## **Roles and Responsibilities**

All **Class teachers/Preschool Key Workers** at Hartford Infant School and Hartford Junior School will:

- identify pupils who have SEND as early as possible and provide them with the most appropriate support;
- work closely with parents/carers;
- be responsible for the progress and development of every pupil in their class;
- be provided with appropriate support from the Leadership Team to ensure pupils have access to the Assess, Plan, Do, Review model;
- work closely with any teaching assistants or specialist staff to plan and evaluate the impact of support and interventions and how these can be linked to classroom teaching;
- work closely with the SENDCo to review each child's progress and development;
- ensure pupils can access assessments, for example SATS;
- ensure children make successful transitions to other schools.

## **SENDCo**

The **SENCo** at **Hartford Infant School** is **Mrs. V McGregor**

The **SENCo** at **Hartford Junior School** is **Miss. C Deaves**

They will:

- work with the Headteacher and Link Governor for SEND to determine the strategic development of the SEND Policy and provision in the school and Pre School setting;
- have the responsibility for the operation of this SEND Policy and the coordination of special provision made daily to support individual pupils with SEND, including those with EHC Plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching;
- advise stakeholders on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and appropriately;
- be the point of contact for external agencies;
- 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 Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements;
- ensure that the school keeps the records of all pupils with SEND up to date;
- line manage the Teaching Assistant's, carry out appraisal deliver SEND training;
- manage and interpret the SEND data leading to the identification of next steps.

## **Link SEN Governor**

The Link Governor for SEND at Hartford Infant and Preschool and Hartford Junior School is **[Mrs Abigail Shearing]**, who will:

- raise awareness of SEND issues at Governors' meetings;
- monitor the quality and effectiveness of SEND and disability provision across the school and update the Local Governing Body on this;
- work with the SENDCo and Headteacher to determine the strategic development of the SEN policy and provision across school.

## Headteacher

The Headteacher, **Mrs. Rae Lee**, will:

- work with the SENDCo and SEND Governor to determine the strategic development of SEND across all settings;
- hold the overall responsibility for the provision and progress of learners with SEND or other disability.

## Consultation with Pupils and Parents/Carers

The schools/Pre School has an initial discussion with parents when identifying whether SEND provision is needed. This conversation will make sure that:

- stakeholders have a good understanding of the pupils' areas of strengths and difficulties;
- parents' concerns and views are considered;
- stakeholders agree outcomes sought for the child;
- stakeholders are clear and agree with next steps.

Notes of these early discussions will be added to the pupil's file.

Once a pupil has been identified as having a SEND, and after consultation with parents/carers, she/he will be placed on the Special Needs Register.

Children on the register have an EHCP or are considered to need SEND SUPPORT.

Some children do not have an identified SEND need but will be flagged as needing close monitoring. These children are placed onto the monitoring register.

Registers are reviewed on a termly basis. Children will go onto and come off each term in accordance with progress and need.

Children on the SEND Register will in the first instance have a **Hartford Infant and Junior School/Preschool Pupil Profile**.

This is child-centered and describes the child's strengths and areas for development. It identifies provision and personal targets based upon the **Assess, Plan, Do Review** model.

The **Hartford Infant and Junior/Preschool Pupil Profile** demonstrates the intent to remove barriers to success. Parents and Carers are involved in the formulation and their voice is represented. This is also true regarding the voice of the child. The plans are reviewed at least termly by the key stakeholders and where appropriate outside agencies.

All staff working with the pupil will be made aware of a child's needs and their roles and responsibilities regarding the identified provision and expected outcomes.

## Assessing Pupil Progress

At **Hartford Infant and Preschool and Hartford Junior School**, we follow the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review [APDR]**. Please see the **SEND Reports** for further details.

Class Teachers/Preschool Key Workers work with the SENDCo to carry out a clear analysis of the pupils needs. This will draw on:

- teacher assessment and knowledge of the pupil;
- past progress and attainment (pupil tracking over time to ensure progress builds from individual starting points);
- individual progress in comparison with their peers and national data;
- the views and experiences of parents;
- the pupil's own views;
- advice from external support services.

All support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

## Evaluating the effectiveness of SEND provision

The provision for pupils with SEND is evaluated by:

- reviewing pupils' individual progress toward their goals each term;
- reviewing the impact of interventions at least termly;
- analysing data to compare the outcomes of children at Hartford Infant and Pre School with those locally and nationally;
- using pupil questionnaire and pupil voice;
- monitoring by the SENDCo and Senior Leader's;
- using Provision Maps to track progress;
- holding Annual Reviews for pupils with EHC Plans;
- using parental questionnaires and collating their voice.

In addition to this **The Cam Academy Primary Education Lead, Mr. Chris Jukes** and **Ms. Emma Neagle, SEND Director**, meet at least termly with the SENDCos. The SENDCos write an action plan which is shared with senior leaders and the Governors and in turn these bodies hold the SENDCos to account.

## Adaptations to the Curriculum and Learning Environment

At **Hartford Infant and Preschool and Hartford Junior School** the following adaptations are made to ensure that pupils' needs are met by:

- adapting the curriculum to ensure children can access it, for example, by grouping, 1:1 support, teaching style and adapting lesson content;
- adapting resources and using specialist staff;
- using recommended aids such as laptops, coloured overlays, visual timetables, larger font, workstations;
- bespoke provision e.g., giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud;
- providing a space for nurturing support (The Nest);
- 1:1 intervention used when a child has an individual need, for example, physiotherapy or speech;

- working alongside outside agencies, for example, the speech and language team who will model strategies and then return to review progress and plan next steps.

## **Working with Outside Agencies**

We welcome the opportunity to work with outside agencies. These include local authority support services and voluntary sector organisations. Support is accessed in many ways, some through a direct referral, others through the Early Help Assessment Process.

## **Securing Equipment and Facilities**

Resources or provision for an individual child are identified through the **Assess, Plan, Do, Review** graduated approach. Funding comes from the SEND notional budget or through EHCP process. If at other times resources are needed, these will be requested from the SEND budget.

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND by offering;**

- extra-curricular clubs and school visits, including our before and after school club (Treehouse Club).
- Opportunities to take part in sports day/school plays/special events including those raising funds for charity or celebrating religions.
- bespoke risk assessments to ensure children are not excluded from taking part due to their SEN or disability.
- opportunities for parents, if they wish, to join us to support their child for trips, additional support can also be deployed, or physical resources are utilised e.g., ear defenders, movement aids. We work with parents to identify and make provision possible.

## **Training and Resources**

SEND provision is funded from the schools notional SEND Budget and money allocated to an individual Educational Health and Care Plan. Some children may also be in receipt of Pupil Premium Funding.

Preschool funding comes from the Local Authority's Early Years' Service. If children require additional support an application is made for **Special Educational Needs Inclusion Funding (SENIF)**. This is part of the Early Years SEND Offer. Settings can apply for SENIF for children who are on the Early Support Pathway and at least one of the following:

- aged three and four;
- deferred school entry.

The Preschool is expected to demonstrate how the provision required for the child is significantly beyond high quality inclusive practice. SENIF is used in a variety of ways and in conjunction with other funding streams such as **Disability Access Fund (DAF)** and **Early Years Pupil Premium**.

## **Hartford Infant School**

The SENDCo, **Mrs. Vicky McGregor**, has experience in this role and has also worked as a teacher and Senior Leader across the primary range. She is allocated two days a week to fulfil the position of SENDCo.



There are currently 13 Teaching Assistants within the school and 3 Key Workers within the Preschool.

### **Harford Junior School**

The SENDCo, **Miss. Charlotte Deaves**, has experience in this role, has also worked as a teacher across the primary range and has completed a masters in SEND and Educational Leadership. She is allocated three days a week to fulfil the position of SENDCo.

There are currently 14 Teaching Assistants within the school.

### **Hartford Infant and Preschool and Hartford Junior School**

Specialist staff are, when appropriate, used to deliver speech and language, occupational therapy, and pastoral interventions.

Training needs for staff are identified in accordance with children needs and the school's self-evaluation process.

All Class Teachers, Preschool Key Workers and support staff undertake an induction process.

The SENDCos regularly participates in LA/ Trust/National SENDCo meetings and other updates to keep the school abreast of local and national updates. The SENDCo (and other identified staff) participate in specific training e.g., ASC, which is then cascaded throughout the school.

### **Transition**

We share information with the new school if a child moves from **Hartford Infant, the Preschool or Junior School**. As part of transition we aim, if feasible, to visit the school to plan with the SENDCo. If this is not possible conversations and information sharing will occur.

For any child in Year 2 or Year 6 with an EHCP or complex SEND need we invite the receiving school's SENDCo to end of year reviews.

We work together to plan a transition package which may incorporate additional school visits, and each child's transition package is bespoke and in accordance with their individual needs.

For a child moving to **Hartford Infant, Preschool or Junior School** we join meetings and reviews prior to them joining us.

We work with families and the previous settings to plan provision and build positive relationships between home and school. A bespoke induction package is planned.

### **Storing and Managing Information**

Information relating to the storage of documents related to an individual pupil's SEN fits with the policy on Information Management and the Confidentiality Policy. We comply with all aspects of GDPR.

### **Complaints**

Any complaint about SEND provision should be addressed to the SENDCo. Should the complaint not be resolved the procedures in the **Complaints Policy** found on the school website should be followed.

The parents/carers of pupils with disabilities have the right to make a disability discrimination claim to the first tier SEND tribunal if they believe that the school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- exclusions;
- provision of education and related services;
- making reasonable adjustments, including the provision of axillary aids and services.

### **Links with Other Policies and Documents**

This policy links to those on:

- Accessibility Behaviour Equality
- Supporting children with medical conditions Safeguarding
- Intimate Care
- SEND Offer and Information Report
- Behaviour Policy

### **The Local Offer**

This link sets out in great depth how children with SEND are supported in Cambridgeshire.

Please also see the link to the Cambridgeshire Local Offer:

<https://.www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

**Appendix 1  
SEND Alert Form**

<b>Pupil Name</b>	<b>Date of Birth</b>	<b>Year Group</b>	<b>Class</b>		
<b>Currently on SEND register?</b>	<b>Pupil Premium Yes/No</b>	<b>Attendance</b>	<b>Home Language</b>		
Current attainment and progress (please give year <b>working at</b> ) <b>Include phonics score.</b>					
<b>Maths</b>		<b>Additional Assessment Information</b>			
<b>Reading</b>					
<b>Writing</b>					
<b>Phonics</b>					
<b>BOXALL/ SDQ</b>					
<b>PDJ/ PIVATS</b>					
<b>Why are you or the parents concerned about the pupil?</b>					
<b>Area of concern: (highlight)</b> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional, and Mental Health (SEMH)</li> <li>• SALT</li> <li>• Sensory and / or Physical needs</li> <li>• Medical</li> </ul>					
<b>What adaptations to provision or intervention have you tried?</b>					
Consider attaching work samples, Tapestry evidence, provision information etc					
	<b>Tick</b>		<b>Tick</b>		<b>Comment</b>
Adapted teaching strategies (see EEF)		Now and Next approach		Other Strategies	
Adult mentoring e.g. PP Champion		Visual Timetable		<b>Pupil Voice</b>	
Task Plans/ Talk Tin/ etc		Individual behaviour chart			
Scaffolds/ writing frames		Planned movement breaks			
Additional resources e.g. grips, overlays, movement cushion		Workstation		Has a hearing/vision test been completed?	
Outside agency advice followed		Sensory diet		Provisions identified on Edukey?	
<b>Completed by:</b>			<b>Date:</b>		
<b>Parents/Carers Views</b>					
<b>Date discussed:</b>					
<b>Follow up will be added to Edukey</b>					