



**Hatherley**  
INFANT SCHOOL & NURSERY

**'Where Children Learn and Grow Together'**

# Special Educational Needs and Disability (SEND) Policy

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

[admin@hatherley-inf.gloucs.sch.uk](mailto:admin@hatherley-inf.gloucs.sch.uk)

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## Introduction

Hatherley Infant School and Nursery values the contribution that every child can make to the community and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and maximise curricular access and opportunities for all its pupils.

All children with SEND are valued, respected and are equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole.

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in light of safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, Teaching and Learning, anti-bullying, medical and curriculum policies.

This policy should be read in conjunction with our SEN Local Offer which has been produced for the parents/carers of children with SEN/D. This can be accessed via the school website and also includes a link to Gloucestershire's Local Offer.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. It also should be read in conjunction with the current Keeping Children Safe in Education Guidance.

## Defining SEND

The 2014 Code of practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a difficulty which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

Taken from the 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

## SEN at Hatherley Infant School and Nursery

Our aims:

- To identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in all lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## Types of Special Educational Needs

Hatherley Infant School is a mainstream school which prides itself in being inclusive. The school is well equipped and experienced in working with children who have a range of special educational needs and disabilities.

The SEN Code of Practice (2014) identifies four broad areas of need:

- **Communication and Interaction (C & I)**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is being said to them, or not yet understanding or using the social rules of communication.

Children on the Autistic Spectrum 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 (C & L)**

Support for learning difficulties may be required when children and young people learn at a significantly slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to 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 difficulties (SpLD), affect one or more specific areas of learning. These encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SEMH)**

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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Children may also have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Children may require special educational provision because they have a disability and/or medical condition which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time, they could relate to physical disability, vision impairment, hearing impairment or multi-sensory impairment.

Hatherley Infant School and Nursery recognises that children with SEN/D often have needs which cut across the four broad areas of need described above. The school therefore carries out detailed assessments of individual needs so that all areas of difficulty are identified, not simply the primary need.

## Identifying Special Educational Needs

At different times in their school career, a child or young person may have a special educational need. Children may be identified as having Special Educational Needs and/or Disability (SEND) using a variety of information including:

1. Liaison with nursery or previous school
2. Child performing below age related expectation.
3. Class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.
4. Concerns raised by Parent/Carer
5. Through termly Pupil Progress Meetings held between the Teachers/Teaching Assistants/Head teacher/SENDCo
6. Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
7. Health diagnosis through paediatrician/doctor
8. Discussion through Parent/Teacher reviews

9. Using Local Authority guidelines following the Gloucestershire 'Graduated pathway' (Assess, Plan, Do, Review).

At our school, we recognise the importance of early identification of SEND. Early identification and response will improve the long-term outcomes for children.

Learners can fall behind in school for lots of reasons. Any barriers to learning are identified such as:

- English as An Additional Language
- Pupils who have experienced Adverse Childhood experiences (ACES)
- Disadvantaged Pupils receiving Pupil Premium
- Attendance and Punctuality
- Being a Looked After Child
- Medical or Physical needs or Disability
- Pupils on CP/CiN plan or open to Early Help
- Pupils who come from a low starting point from Nursery or Reception
- Pupils who have complex family circumstances or lack of family engagement.
- Pupils who have experienced multiple school moves
- Summer born children
- Pupils who have been impacted greatly by the Covid-19 Pandemic.

Following the school 'Inclusion Pathway', class teachers can raise concerns with the SENDCO/SLT using the cause for concern form. This 'Inclusion Pathway' will then set in motion a process where SEND will be explored further.

Where barriers to learning continue to impact on a child's progress, they may also be placed on the SEND register with parents agreement.

### **The SEND Team at Hatherley Infant School and Nursery**

Inquiries about an individual child's progress should be addressed at first to the class teacher because this is the person who knows the child best. Other enquires can be addressed to the SENDCo (Special Educational Needs Coordinator). The SENDCo at Hatherley is Mrs Jo Johnson. An appointment can be made by either contacting the school office or speaking to her directly on the playground at the beginning or end of the school day.

### **Staff Expertise**

All of our teachers are trained to work with children with SEN/D. The staff at Hatherley Infant School and Nursery are committed to continuing professional development and benefit from regular training opportunities which enhance their skills and expertise. Teachers and Teaching Assistants take advice from specialists to ensure they have an understanding of strategies to identify and support vulnerable pupils and have a good understanding of the most frequently encountered Special Educational Needs. Teaching Assistants are skilled and experienced in delivering a range of intervention programmes which target specific areas of academic difficulty and also address social and emotional needs.

School Leaders regularly review how the expertise and resources used to address special educational needs can be developed and enhanced through school improvement processes and effective self-evaluation. Our SENDCO is fully qualified having attained the National SENDCO Award.

### **Working with Parents/Carers**

Hatherley Infant School and Nursery recognises the importance of working in partnership with parents and carers. They have a key role to play in their child's education. If a child is experiencing difficulties, parents/carers will be informed either at parent's meetings or during informal meetings to discuss the child's progress.

At Hatherley we follow a pathway for a graduated and integrated approach.

## Educational Needs

Hatherley follows the Gloucestershire Graduated Pathway as outlined by Gloucestershire County Council. Using this model, children's needs will be met at different levels:

**Universal level (wave 1)** describes quality inclusive teaching (QFT) which takes into account the learning needs of all the pupils in the classroom. It includes providing adapted work and creating an inclusive learning environment.

Support at this level may include examples such as: word mats, key vocabulary, visual timetables, practical apparatus for maths, pencil grips, fiddle toys and writing frames.

**Targeted level (wave 2)** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work towards or at age-related expectations. They are often targeted at a group of pupils with similar needs.

Support at this level may include examples such as specific reading, writing and maths interventions (Eg number stacks, Slice and Scribe) pre-learning and over-learning, speech and language interventions, chunking information, SEMH interventions (Eg Drawing and Talking, The Incredible 5-point scale) and reward charts with individualized targets.

It may be that at this level, a child may be identified as having SEND. If this is the case, the class teacher and SENDCO will discuss with the parents/carers to:

- formally let them know that their child is being placed at the *SEN Support* level
- discuss assessments that have been completed
- agree a plan and provision for the next term.

The child will have a My Plan with some outcomes for the child to work towards. The class teacher usually writes the My Plan with the support of the SENDCO if required and shares it with parents/carers at parents evening so they give their input and discuss progress towards the outcomes. This Plan will be monitored 3 times a year.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' from the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. There are three stages to the graduated pathway: My Plan, My Plan + and EHCP.

**Specialist level (wave 3)** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Support at this level may include examples such a safe space and work station, bespoke timetable tailored to the child's needs, intervention by specialist (Eg play therapist and speech and language therapist) movement breaks and a total communication environment.

Children who need this more specialist intervention will usually have a **My Plan Plus** or **Educational health care plan (EHCP)**. There is also a more thorough assessment that accompanies the plan and input from outside agencies such as speech and language or an Educational Psychologist. These will also be reviewed three times a year and children with an EHCP will have a more formal review once a year.

### **An Education, Health and Care Plan (EHC Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may work with parents/carers to apply to for an EHC assessment. When deciding whether to request an EHC assessment the school will follow Local Authority guidelines and advice. An EHC Assessment may lead to the production of an EHC Plan. The purpose of an EHC plan is to make special educational provision to meet the needs of the child; this may involve providing extra funding in the form of a personal budget.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. EHC plans are designed to secure the best possible outcomes the child across education, health and social care.

### **SEN Support and Record Keeping**

Once a child has been identified as needing SEN support, in addition to the usual record keeping systems and strategies used for all children, the following documents are maintained:

- My Plan/My Plan+. This plan records SMART outcomes for the child to achieve in a term together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these outcomes.

All documents and records of conversations/meetings are recorded on CPOMS.

### **Teaching and Learning**

Hatherley Infant School and Nursery provides teaching and learning opportunities which enable all children to gain access to a broad, balanced and **appropriately and effectively adapted curriculum**. Our aim is to ensure that all children make good progress in all areas of their learning and reach their full potential. As for all children, children with SEN and disabilities are entitled to be taught by a teacher, not always the Teaching Assistant. Teachers aim to spend time working with all children with SEN, individually or as part of a group/class.

When allocating additional teaching assistant support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning and advice from external professionals so that we can select the intervention which is best matched to the child.

Targets for children with SEND are deliberately challenging in order to close attainment gaps between them and their peers. Interventions are often crucial in closing gaps. They are monitored closely by both teachers and Teaching Assistants (who monitor progress towards the targets during the intervention) and by the SENDCO (who monitors overall progress after the intervention).

Interventions are planned in ten-week blocks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENDCO monitors interventions to identify 'what works' and provides good value for money.

## **Adaptations to Curriculum Teaching and the Learning Environment**

Although Hatherley Infant School is a Victorian School, it is a relatively accessible site. The Nursery School is located in an Elliot building on the same school site and similarly to the main school, it is relatively accessible. There is an accessible toilet available in the school.

We generally find that no additional adaptations to the building are necessary for children with physical disabilities. There would however be an issue with accessing the outside learning area for Reception class as there are a few steps. This would clearly impact on wheelchair users and would require some adjustments.

All of our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curriculum areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible through the use of visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our children have equal access to our after-school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of a SEN, disability or medical needs. Additional adult support may be necessary and parents/carers may be invited to join the excursion.

### **Children with social, emotional and mental health needs *cross reference with SEND Info report***

In accordance with the SEN Code of Practice 2014, behavioural difficulties are not necessarily classified as a SEN. However, if a child shows consistent unwanted behaviours, the class teacher and SENDCo will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) our Pastoral Support Workers will work closely with Class Teachers and Teaching Assistants to provide additional support. It may be at this point that the child may be placed on the SEND register with SEMH (social, emotional and mental health) as their primary need.

If a child has social emotional difficulties, a My Plan/Behaviour Support Plan or Risk Assessment would be used to identify specific difficulties, effective strategies, specific rewards and sanctions, which will be agreed with Parents/Carers

If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP to make a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills and therapeutic interventions. These are usually delivered by trained teachers and Teaching Assistants or professionals who have specialist training in working with children with pastoral needs.

In addition, all classes follow the SCARF (PSCHCE and Safeguarding) curriculum to develop pupils Social Emotional and Mental Health.

We promote positive friendships through PSCHCE and Circle Time. Parents can contact the Inclusion Lead Mrs Johnson to seek additional support for behaviour and routines at home (See Offer of Early Help)

### **Safeguarding**

All staff have annual safeguarding in-service training. All staff are aware of the guidance contained in the most recent and updated 'Keeping Children Safe in Education'.

'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and vulnerable factors. Governing bodies and proprietors should ensure their child protection policy reflects

the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.'

Children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs as reflected in the KCSiE Guidelines:

'The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.'

The school has a zero-tolerance approach to bullying and we actively investigate all allegations.

## **Transition Arrangements**

### **• Transition into and within school**

We understand that it can be difficult for some children and parents when they move into a new class or a new school. Staff work hard to make this transition as smooth as possible and pay particular attention to the experience of vulnerable children, including those with Special Educational Needs and disabilities. According to individual needs staff may:

- schedule additional meetings for the parents and child with the new teacher
- arrange additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- produce transition booklets which include photographs of key people and places.

Enhanced transition arrangements are tailored to meet individual needs.

### **• Transition to Reception for Nursery children**

Transition meetings for children starting school at Hatherley take place in June and July. This involves an initial induction meeting with parents as well as a 'Stay and Play' session with parents and a 'Shuffle-up' day. During these sessions, pupils and parents have the opportunity to look around the school, meet key staff and spend time in their new classroom. In addition, teachers at Hatherley visit new pupils in their nursery setting prior to them starting in September.

Hatherley Infant School works closely with other school settings to facilitate a smooth transition from Nursery to Reception.

- **Transition to Junior School for Y2 pupils**

Transition reviews for children without an EHC Plan in Year 2 are held during their final summer term following a formal notification of their Junior School placement. Staff liaise closely with Teachers from the Junior School and ensure that key information is passed on in order to ensure a smooth transition. The Year 2 Class Teacher plays a key role in this process and where appropriate the School SENDCO, Parent/carer and the child will contribute to the discussion.

Transition reviews for children with an EHC Plan are held whilst their child is in Year 1. This enables the parents to formally express their Junior School preferences. From this point, and following formal notification of a Junior school placement, representatives of the receiving school will be invited to all progress reviews.

## **Responsibilities**

### **The responsibilities for the class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class including SEND pupils following the graduated pathway
- Oversee the support provided by Teaching Assistants and interventions for individual children and how they can be linked to classroom teaching
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision for pupils with SEND and any Additional Needs
- Complete SEND paperwork including My plan
- Share My plans with parents and any additional support in place for children with SEND needs and Any Additional Needs
- Complete any additional SEND paperwork to identify and assess pupils, contribute to My Plan Plus and EHC plans

### **The responsibilities of the SENDCo (Special Educational Needs Co-ordinator)**

The school's SENDCo, Jo Johnson, works closely with the Senior Leadership Team, all staff in the school, parents and outside agencies. Responsibility for co-ordinating the provision for individual children with Special Educational Needs and or Disability and Additional Needs including English as an Additional Language, Medical, Disadvantaged and More Able pupils. The SENDCo will offer support through:

1. Giving advice on issues related to the above
2. Meeting with Parents/Carers to discuss any concerns they may have about their child's development or learning difficulties
3. Assessments of individual pupils to identify need
4. Referrals to a range of other professionals such as:
  - The Advisory Teaching Service including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and the Physical Disability Team
  - The Local Authority SEN Caseworker Team
  - The National Health Service including the School Nurse, Occupational Therapist, Physiotherapist, Speech and Language Therapist
  - Educational Psychology Service
5. Monitor the impact of interventions within the school.
6. Monitor the support provided by Teaching Assistants supporting pupils with an EHC plans.

## **The responsibilities of the Governors**

It is the statutory duty of the Governors to ensure that the school follows its responsibilities in meeting the needs of children with SEND and fulfil the requirements of the Code of Practice 2014. The Governor for SEND meets the SENCO at least termly to discuss actions taken by the school and reports back to the governing body.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Collaborate with the SENDCo to monitor the provision of SEND (Learning Walks, Book Looks)
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

## **The responsibilities of the Headteacher in the school.**

The headteacher, Mr Millington will:

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

## **Further information**

Your main point of contact should always be the class teacher, but you are welcome to speak to the Headteacher, or the SENDCo, by contacting the office and making an appointment. You can also get further information by looking at our Policies.

## **Concerns or complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Regular communication between school and home will ensure that any concerns are promptly addressed. Any concerns should be raised in the first instance with the SENDCo.

All complaints are taken seriously and are considered through the school's complaint policy and procedures (published on the school website).

## **Gloucestershire's Local Offer**

The purpose of the local offer is to enable parents/carers and young people to identify and access local services. It includes provision from birth to 25, across education, health and social care. A link to our School Local Offer is available via a link on our school website.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

## **Review Framework**

The policy will be reviewed annually or in the event of revised legislation or guidance.