



Special Educational Needs Policy

Carlton Central Infant School and Foundation Unit

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1. Definition of Special Educational Needs (SEN).

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Changes in legislation

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014)



enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our school Local Offer can be viewed on the SEND area of our website.

3. Mission statement

The staff at Carlton Central Infant School and Foundation Unit work together in reciprocity as a diverse and supportive team, fostering an inclusive education for the benefit of all children. All children are equally valued, and achievements are made by encouraging and enabling them to realise their full potential. We recognise that many children will have special educational needs at some time



during their school life and that the best way of helping them is for everyone involved to work together and identify needs as early as possible.

4. Aims

We aim to:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum and Development Matters materials in line with the *Special Educational Needs Code of Practice 2014*.
- Adopt the philosophy of *Achievement for All* and *Achieving Early* and raise the aspirations, access and achievement of the vulnerable and disadvantaged children in our school, seeking to remove any barriers to learning.
- Adopt the principles of *Achievement for All* and ensure high quality teaching and learning, parent/carer partnership and inclusion through structured/Taking Time for Talk conversations and access to wider outcomes for all children.
- Ensure that all children receive a differentiated but not different curriculum, with high aspirations and expectations for every pupil.
- Ensure that a child with SEN gets support to meet their needs.
- Ensure that children with SEN are able to take part in all school activities including those that take place outside of school hours.
- Allow children to be involved in decisions made about them and their education.
- Encourage parents/carers to be involved in school life and keep them informed about their child's special educational provision and their progress.

5. Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and from playgroups and nurseries prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous tracking and tacking of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and**



ensure pupils with SEN have full access to the National Curriculum and Development Matters materials. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for SEN pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. The SENCos from the Carlton Academy Family of Schools meet at the beginning of each term to discuss their SEN pupils and refer them for help from outside agencies. The meeting is called a 'Springboard Meeting'.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. newspaper club and pupil questionnaires.

6. Responsibility for the coordination of SEN provision

The following people have particular responsibilities:

Miss Anna Spencer, Head Teacher is responsible for:

- Overseeing the provision for children with SEN.
- Overseeing the work of staff members in relation to SEN.
- Being actively involved in organisational matters.
- Setting aside INSET and staff meeting time for discussion of SEN issues.

Mrs Rachel Clarke, Teacher/SENCo, is the person co-ordinating the day to day provision of education for pupils with SEN. She is responsible for:



- Liaising with the Head Teacher
- Liaising with class teachers and teaching assistants.
- Liaising with parents/carers.
- Liaising with outside agencies.
- Assessing /observing children referred to her by the class teachers.
- Analysing data with the support of the Assessment Coordinator.
- Advising staff when making provision and provision maps.
- Arranging review meetings, writing and distributing minutes, setting targets and writing and distributing action plans.
- Preparing reports to obtain additional funding for SEN pupils.
- Organising additional support and resources.
- Achieving the National Award for SEN Co-ordination.

All teachers are teachers of children with SEN and are responsible for identifying children with SEN as early as possible. Teachers collect evidence and information to build up a profile of the child. The evidence will be collected from:

- Teacher observation.
- Teacher assessment.
- Assessment data.
- Screening or assessment tools.
- Information from previous settings.
- Information from parents/carers.

7. Arrangements for coordinating SEN provision

We support children with SEN by making the following provision:

- Differentiated provision in planning/timetables for the class.
- All adults including teachers, TAs and students are deployed effectively.
- Individual and small group teaching sessions/support sessions.
- Preparing/adapting learning materials.
- Using interventions, tailored to individual pupil need.
- The use of IT equipment and specialist programmes.
- Signing and assisted communication.



- Social skills and behaviour programmes.
- Nurture.

The SENCO will hold details of all SEN Support records such as provision maps, structured conversation targets and subject targets for individual pupils.

All staff can access:

- The **Carlton Central Infant School and Foundation Unit SEN Policy**.
- A copy of the full SEN Register or alternative school document used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision maps or structured conversation targets.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff data system, (EAMAG), on individual pupils and their special needs and requirements.
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents/carers in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

- Prior to entry to the Foundation Unit, the Foundation Unit Coordinator and/or the SENCO visit the child in their playgroup or nursery.



- A home visit is also offered, to allow parents/carers to discuss their child's needs.
- Information is gathered to make arrangements for the support needed for the child in school.
- Similar arrangements are in place when a SEN child transfers from another school.

6. Facilities for pupils with SEN

Carlton Central Infant School and Foundation Unit complies with all relevant accessibility requirements. (See the school Accessibility Plan).

7. Allocation of resources for pupils with SEN

All pupils with SEN will have access to Place Funding, Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEN may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school, Carlton Academy in this instance and its feeder primary schools). This is called Additional Needs Funding, (AFN). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. This is called High Level Needs Funding, (HLN). The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Key decision making is undertaken by the Senior Leadership Team which includes the Head Teacher, the Deputy Head Teachers, the Foundation Stage Co-ordinator and the SENCO.

Resources are deployed in consultation with the Budget Manager.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy



A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to assess their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Through 'Structured Conversations' they are encouraged to share information and knowledge with the school. Structured conversations will be held each term.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings between the SENCO and the class teacher are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. The meetings are held at least once a term.

SEN Support

Where it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the decision will be added to the pupil's school records/register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to



learning. The support provided consists of a graduated approach in a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.



All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that need to be employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.



The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the



pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made.

There is a whole school review of the curriculum in accordance with the new National Curriculum 2014. During the first year of its implementation, it was reviewed termly with staff, parents/carers, Governors and pupils.

The school has a whole school global provision map which shows the vulnerable groups and the provision made for them. This is reviewed half termly when the data is inputted.

Consideration is given to:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom including admission to the Nurture Group, will involve the SENCO in providing a



rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Head Teacher and Governors oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the school curriculum leader together with the SENCO, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and admission to the Nurture Group.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the attendance officer.

11. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, SEN conferences, Family SEN meetings and SENCO Networks and facilitates/signposts relevant SEN focused external training opportunities for all staff and Governors.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

12. Links to support services



The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO. Similarly, the SENCO invites and seeks advice and support from external agencies in the identification and assessment of and provision for SEN. The SENCO is the designated person responsible for liaising with the following services:

- SFSS, Schools and Families Specialist Services for support for children with Communication and Interaction Needs, Cognition and Learning Needs, Sensory and/or Physical needs and Social, Emotional and Mental Health difficulties.
- SFSS, Specialist Family Support Services for help with parenting issues or issues with children at home.
- Nottinghamshire Education Psychology Service.
- Behaviour Support Service.
- Social Services.
- Speech and Language Service.
- Language and Learning Support Service.
- Specialist Outreach Services.

In cases where a child is under observation or is a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

13. Working in partnerships with parents/carers

Carlton Central Infant School and Foundation Unit believes that a close working relationship with parents/carers is vital in order to ensure

- Early and accurate identification and assessment of SEN leading to correct intervention and provision.
- Continuing social and academic progress of children with SEN.



- Personal and academic targets are set and met effectively.

Parents/carers are kept informed of their child's progress through termly structured conversations.

The school has an 'open door' policy where parents/carers can talk to their child's class teacher or arrange a meeting with the class teacher, SENCO or Head Teacher. Communication can be maintained with the use of a 'Home School Diary'.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and they are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

14. Links with other schools

The SENCO at Carlton Central Infant School and Foundation Unit is led by the Carlton Academy Family SENCO. This involves him visiting the eight schools in the Carlton Academy Family and supporting the SENCO in each school. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

15. Transition to other schools

When a child with SEN transfers to another school a transition plan is made in consultation with the receiving school staff and with the child's parents/carers. Extra visits may be made to the school by the child accompanied by the teacher or TA and parents/carers including visits at playtime and lunchtime. Staff from the receiving school will also visit the child in their current school. When necessary, a special book, 'My Journey' will be made by the child's current school to inform the receiving school of the child's needs. A photo book may be made



of photos of the child's receiving school for the parents/carers to use at home with the child.

16. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parent/carers and pupils throughout the year.

- Pupil Questionnaires/Achieving Early Pupil Focus Groups.
- Parent Questionnaires/Achieving Early Parent Focus Groups.
- Staff Questionnaires.

Pupil progress will be monitored on a half termly basis in line with school monitoring.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and SEN governor and information is gathered from different sources such as child and parent/carer surveys, teacher and staff surveys, parents/carers evenings and feedback forms. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

17. Complaints procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.



Carlton Central Infant School and Foundation Unit Special Educational Needs Policy.

Signed _____ **Anna Spencer,**
(Head teacher)

Date _____

Signed _____ **Rachel Clarke,**
(SENCO)

Date _____

Signed _____ **Jo Bird,**
(SEN Governor)

Date _____

This policy will be reviewed annually.