

# ASHCROFT INFANT AND NURSERY SCHOOL

Providing the best start in life for all children



## Special Educational Needs Policy

Headteacher: Mrs Jayne Fellows

Chair of Governors: Mrs Tania Phillips

Person Responsible for Policy and Review: SENCo

Policy Type: Statutory

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# Ashcroft Infant and Nursery School

## Special Educational Needs

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## **Philosophy**

At Ashcroft we believe in providing every child with opportunities to achieve, succeed and to reach their full potential. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. All pupils have access to a broad and balanced curriculum in line with the National Curriculum and the Code of Practice. Children with special educational needs are fully integrated into the life of the school.

## **Contextual Information**

Ashcroft is a small infant school with 159 pupils on roll (including our Nursery pupils) (this increases throughout the year). The school is located in a residential area near to the town centre of Tamworth in Staffordshire. We currently have 15 Pupil Premium children on roll. This policy was developed in consultation with the Headteacher and has been shared with stakeholders, including parents and governors via our school website. It reflects the SEND Code of Practice, 0-25 guidance and guidance from Nasen.

## **Aim**

At Ashcroft we aim to raise aspirations and expectations for all pupils with SEN. Our school provides a focus on outcomes for children and young people to ensure they are always given opportunities to be the best they can be.

## **Objectives**

- To identify pupils' special educational needs as early as possible.
- To plan an effective curriculum in order to meet the special educational needs of each pupil.
- To assess and monitor progress in order to aid the identification of pupils with SEN.
- To work in partnership with parents and pupils in the identification and review of targets set out in individual learning passport documents.
- To support parents in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service CAMHS and AOT.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

## **Identifying the Child with Special Educational Needs**

### **Definition 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 of (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.

Initial concerns about a child may be raised by any one of the following: staff, parents and outside agencies from the LA. The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- SATs results
- Assessment by SENCO
- Assessment by outside agencies

Once identified the school follows the guidance as set in the Code of Practice. Within the Code of Practice the four areas of need are broadly outlined. When identifying a child with special educational needs the range of needs that must be planned for will fall within these four areas of need. The Code of Practice names these four areas as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When we identify the needs of our pupils we consider the needs of the whole child which will include not just the special educational needs of the child or young person. We consider all factors which may impact on progress and attainment. This may include:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

### **A Graduated Approach to SEN Support**

As a school, we are using a graduated response to supporting children with additional needs. We believe in the importance of quality first teaching where class teachers provide for all of their pupils. If interventions have been put in place, reasonable adjustments have been made and good quality personalised teaching has been in place for pupils and they still are

not making adequate progress, the Code of Practice then suggests that pupils are identified as SEN.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching which is differentiated is the first step in responding to pupils who may have SEN. Additional interventions and support cannot compensate for this. At this early stage, teachers are asked to complete an 'Initial Concerns' form which is passed to the SENCo. The SENCo is then aware of concerns at an early stage and can support the teachers in providing the support needed for the needs of the pupil. We also hold a parent meeting to discuss our concerns and, if necessary, we place the child on our monitoring register. The children will have targets outlined and their progress will be formally reviewed every half term or as appropriate. This is a collaborative process involving school, parents and the pupil.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and, with their consent, the child will be added to the SEN register. The decision to place pupils on our SEN Register is made by the teacher and SENCo gathering information about progress against the adjusted work and interventions that have been put in place. A range of data will be analysed and used to inform the decision, along with conversations with parents and assessments or reports from outside agencies, where appropriate. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place, therefore hoping to remove any barriers to their learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle which enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and the best possible outcomes.

### **SEN Support**

The triggers for intervention through *SEN support* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness. This may be highlighted during termly pupil progress meetings.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in 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 level of support is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The class teacher will:

- Complete an 'Initial Concerns' form and highlight what additional provision will be made through discussion with the SENCO.
- Consult with the parents and the child to inform them of the intervention and monitoring processes.
- Identify the nature of the child's difficulties and alter their teaching to suit the child's needs.
- Have formal reviews of individual learning passport targets with parents termly or earlier if necessary. This review will not be done during parents evening, to ensure quality conversations can take place in privacy.
- Gather evidence showing progress and feed this into termly pupil progress meetings. Class teachers will be expected to evidence any reasons for pupils needs not being met through our own school provision.

Through our graduated approach and continual cycle of the plan, do, review process it may become necessary to involve specialist agencies from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents/class teacher/SENCO and Headteacher. If this is the case then further support from specialist agencies may be sought, relating to the nature of the difficulty. This decision is made in discussion between class teachers, the SENCO and the Headteacher. The Headteacher must approve any outside involvement which incurs a cost to the school. The SENCO will usually liaise between school, families and outside agencies to initiate any referrals. Communication becomes open between all parties so that we can all keep each other informed about any appointments, observations and reports.

### **Support Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan. The Support Plan will include information about:

- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes

The Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. The Support Plan will be reviewed regularly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **Request for support**

If the child is still not making satisfactory progress, the SENCO will consider making a request for additional educational needs support from the Local Authority.

Once the SENCo has applied, the panel has to make a decision whether to proceed with an assessment. The outcome of the assessment may result in the pupil being issued with an Education, Health and Care Plan. If this is not the case the LA have to explain their decision. The parents may appeal against this decision and have to proceed through the Educational Needs Tribunal.

### **Referral for an Education, Health and Care Plan (EHCP)**

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 an Education, Health and Care Plan 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
- 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.

Following Statutory Assessment, an EHC Plan will be provided by Staffordshire 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 will be involved developing and producing the plan. Parents 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 (every six months for children in Early Years) by staff, parents 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.

### **Partnership with Parents/Carers**

Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff. Ashcroft has a parent group set up for the parents of children with special educational needs or difficulties. The group meets termly and aims to provide parents with the opportunity to share their concerns, needs and successes. The group invites outside agencies in as necessary to support the needs highlighted by the parents themselves.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENCO and/or the Headteacher.

In the event of this being unsuccessfully resolved there is a complaints procedure within the LA.

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 Staffordshire 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. The following link is to the Staffordshire Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

### **Supporting pupils at school with medical conditions**

At Ashcroft we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Any pupil in school with a medical need has a care plan drawn up in collaboration with parents which is updated at least annually. Children with medical needs have their photo and a brief statement of need displayed in their classroom and in the medical room.

### **Monitoring and Evaluation of SEN**

The SENCo supports staff at Ashcroft to ensure they are well equipped to support the needs of their pupils. The SENCo meets with class teachers at least once each term to discuss progress and difficulties for SEN children. Class teachers also meet termly to discuss pupil progress with the Headteacher and SEN children are discussed during these meetings. Parent views are taken on board during termly Individual Learning Passport meetings and parents consultations. We also have a parent group for our parents of pupils with SEN and their views are also taken on board during these meetings. The SENCo meets with the named SEN Governor at least once a year to discuss provision for SEN.

### **Training and Resources**

The training needs of staff are identified during termly meetings between the SENCo and class teachers. Here, any difficulties the teachers are facing can be discussed and systems put in place to provide training or resources for support. The SENCo also leads staff meetings as and when needed to update staff within school on policies and procedures. The SENCo attends network meetings with other SEN teams at least termly, to help keep up to date with local and national updates in SEND.

### **The role of the SENCO at Ashcroft**

The SENCO at Ashcroft is Mrs Julie Teal who works alongside the SEN Governor (Tania Phillips).

The SENCO's responsibilities include:

- overseeing the day-to-day operation of our SEN policy;
- coordinating provision for children with SEN;
- liaising with and advising members of staff;
- overseeing the records of all children with SEN;
- liaising with parents of children with SEN;
- contributing to the training of all members of staff;
- liaising with external agencies

### **Governing Body**

The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEN pupils. The named SEN governor is Tania Phillips.

### **Storing and managing Information**

All documents linked to SEN are kept in a locked unit which selected members of staff have access to on a needs only basis. Storage is in line with our school policies for Confidentiality and Information Management. When pupils move on to a new school, documents are transferred and signed for by the SENCo or Headteacher.

### **Accessibility**

Please see the [Ashcroft Accessibility Plan](#)

### **Dealing with Complaints**

Please see our [Complaints Policy](#)