



Chater Infant School

**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Remembered for All the Right Reasons

Special Educational Needs & Disability Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the
Child)

***This policy will be equality impact assessed with regard to disability, gender and race at
the time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: **November 2022**

Date of next review: **November 2023**

Chater Infant School is a Rights Respecting School

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Article 6 - Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 28 - Every child has the right to an education.

Introduction

Our SEND information report forms part of the Hertfordshire Local Offer for learners with Special Educational Needs, and should be read in conjunction with our SEND Policy.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child(ren).

The local offer also provides information on a number of things, including:

- education and training;
- activities and leisure;
- childcare;
- health provision;
- children's centers
- social care provision;
- support and advice;
- Transport;
- finance advice;
- Respite care

For additional information about the Hertfordshire Local Offer please visit the Hertfordshire Directory website

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx#:~:text=Below%20are%20a%20list%20of%20cookies%20that%20the,find%20ou%20...%20%206%20more%20rows%20>

Definition of SEND

The SEND Code of Practice (2015) provides the following definitions:

Special Educational Needs:

“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 him or her.”

Learning Difficulty:

“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 disability 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 or mainstream post-16 institutions”

Special Educational Provision:

“For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post- 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.”

Disability:

“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

Broad Areas of Special Educational Need

The following are the main areas of difficulty or need as set out in the SEND Code of Practice, Chapter 6.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, 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

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation and support. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, 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 aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people 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 difficult, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEND Policy Aims and Objectives

- To have clear expectations for all children to reach their full potential, e.g. physical, educational, social and emotional.
- To provide a learning environment supporting individual academic and developmental needs.
- To ensure access to the National Curriculum for all children by employing a range of teaching strategies and approaches.
- To ensure the early identification, assessment and appropriate intervention in order to improve the prospects of children with SEND.
- To promote a close and positive working relationship with parents, pupils, local schools, social and health services and School Support Services.

Who should parents/carers contact if they have any suggestions, questions or concerns about their child's SEND?

- Class teacher
- Inclusion Leader
- Headteacher
- Deputy Headteacher or Assistant Headteacher
- SEND Governor

Inclusion Leader

The name of our Inclusion **Leader is Stephanie Howard**

The Inclusion Leader's responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies who may support pupils with SEND in school
- liaising with next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- attending SEND Cluster meetings to access funding to meet pupils' needs effectively
- provide SEND training for staff (teachers and SEND LSAs)
- undertake performance management for SEND LSAs

SEND Governor

The governor for SEND works with the Headteacher/Inclusion Leader to keep up to date with current developments and keeps the other governors informed. The progress of all learners is a priority for every governor, but to ensure that the progress of learners with SEND is monitored and accounted for, we have a governor with specific responsibility for SEND.

What kinds of SEND do we make provision for at school?

Chater Infant School provides a broad and balanced curriculum for all children with high quality first teaching. We are an inclusive school and strive to support all children to enable them to make the best possible progress and to achieve well. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs and styles. The Teachers' Standards (DfE, May 2012) state that all teachers must "adapt teaching to respond to the strengths and needs of all pupils...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them."

Identifying children's additional needs

Some children have barriers to learning that mean they may require particular action by the school throughout, or at any time during their school career. We provide effective support for children with special educational needs and disabilities (SEND), starting from our first contact with parents/carers when a child enters our school. We make sure that additional needs are identified early and we offer a variety of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

How will the school know if a child has an additional need and how will it be addressed?

We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher or by the child. We would be alerted by a teacher or parent/carer if a child in any age group is making limited progress or if there is a change in their behaviour. Sometimes, other professionals, for example, in Health or an early years setting, may notify the school of any concerns. Parents can approach their child's class teacher at any time if they are worried about their child. They are kept informed at all stages in the process of identification and assessment of needs and will be invited to meet the Inclusion Leader and participate in discussions about support planned for their child. Further assessments may involve a specialist such as the school's Educational Psychologist or allocated Speech and Language Therapist. Parents/carers are sent copies of any specialist assessment reports and can discuss them with the Inclusion Leader if they wish.

Most children who join our school have already attended an early education setting. Liaison takes place between the pre-school organiser and the Reception teacher to identify children with special needs. All our children are assessed against the EYFS Development Matters Profile when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

On-going observation, record keeping and assessment aid class teachers in early identification of any problem. Parents/Carers are informed at the earliest opportunity to alert them to concerns and enlist their active help and participation.

We follow the principle of '**Assess, Plan, Do, Review**' set out in the SEND Code of Practice (2015) and adopt the following procedures for identification and assessment:

- the analysis of data including the Early Years Foundation Stage Outcomes, end of Key Stage 1 Assessments, teachers' termly assessments using Herts for Learning Assessment Criteria, IEALD, Phonics Screening Check end of Year 1 and other assessment tools that may be relevant or advised from outside professionals
- Pupil Progress Meetings (termly)
- following up parental concerns
- tracking individual pupil progress over time
- liaison with previous schools/settings on transfer information from previous schools information from other services

Some children will be identified as making less than expected progress given their age and individual circumstances, or progress which:

- 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
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The Inclusion Leader maintains a record of pupils identified through the procedures listed. This record is reviewed termly with teachers. For some pupils a more in depth individual assessment may be undertaken by the school e.g.:

- Individual Assessment of Early Learning and Development (IAELD)(Early Years and the beginning of Year 1)
- P scales for children in the Summer Term of Year 1 and in Year 2
- Referrals to the SpLD Base assessments for specific difficulties in Literacy and Maths
- Ravens Coloured Progressive Matrices (Pearson 2008) – non-verbal screening test
- Chrichton Vocabulary Scale (Pearson 2008) – verbal screening test
- Phonological Assessment Battery (PhAB) 2nd Edition
- Phonics data
- Wellcomm Speech and Language Toolkit
- Wakefield Progression Steps
- Observation of the child in class
- Developmental Journal for babies and children with visual impairment

For some pupils with a high level of need, the Inclusion Leader will involve an external agency for assessment and identification of need.

Educational Inclusion.

In our school we aim to offer excellent provision and choice to all our children, whatever their ability or needs. We have high expectations of all children. We aim to achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

On occasion, children with special educational needs may be withdrawn from their classroom, either singly or in groups to work with the Inclusion Leader, Learning Support Assistants, visiting professionals or volunteer helpers.

Teachers respond to children's needs by:

- Providing support for children with a specific area of need e.g. communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma, anxiety or stress, and to take part in learning;
- By keeping a record of:
 - a) the nature of the concern
 - b) action taken
 - c) targets set and outcomes
 - d) when progress will be reviewed
 - e) parental contact.
- For some children with complex needs, where their needs are not met by classroom differentiation, providing personalised planning i.e. a plan of work for one individual child

Partnership with Parents/Carers

How does the school involve pupils and parents/carers in planning to meet SEND and in general school life?

The school works in close partnership with parents in line with the SEND Code of Practice. We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child
- keeping parents and carers informed about SEND provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way
- providing advice on how to support learning at home
- Support Plan parent/pupil teacher consultations – at least 1 per term
- parent/teacher consultations - formal in the autumn and spring terms, informal at other times

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils as much as their age allows by

- identifying their own needs (self-assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets

Types of Intervention and Support

What different kinds of support are available to children with SEND?

We aim to meet as many pupils' needs, SEND or otherwise, through 'High Quality Teaching'

Examples of this include:

- planning lessons with clear learning objectives
- differentiating work to meet children's needs including personalised planning for individual children where necessary
- regularly assessing pupils to inform the next step of learning
- marking work effectively
- setting appropriately challenging homework
- support for behaviour in line with the school Behaviour Policy
- Pupils may also receive support through targeted intervention programmes. Details of these may be found in the document "Information about Special Educational Needs and/or Disabilities provision at Chater Infant School" which can be found on our website.
- Access to the sensory room where appropriate

Outside Agency Support

External sources of support can also be accessed where necessary. These include:

- Speech and Language therapist
- Educational Psychologist
- Chessbrook Education Support Centre (for social, emotional and mental health difficulties)
- Colnbrook MLD Outreach Service
- Communications and Autism Team
- Early Years SEND Team
- School Nurse
- Advisory teachers for Early Years, Visual Impairment, Hearing Impairment
- Play Therapists
- Advisory teacher for Children Looked After
- DSPL9

Monitoring Impact and Progress

Every child's progress, SEND or otherwise is tracked and reviewed at termly pupil progress meetings. Interventions are logged and reviewed termly to evaluate the children's progress

For children with SEND we write and review Support Plans termly (or more regularly if required) to help us ensure that pupils are aware of their targets and what they need

to do in order to succeed. In addition to Support Plans, the Inclusion Leader draws up Provision Maps for the school which are reviewed termly. These outline, alongside the SEND Register, the needs of children in the school and the specific provision and interventions that are in place for those children.

For children with identified SEND the class teacher will draw up a Pupil Profile which is used to inform adults working with the child. This identifies individual children's barriers to learning, strengths, learning styles and how they want to be helped in school.

These are shared with teachers, parents and the child and are reviewed regularly with the child and parents. Reviews may be termly at SEN parents' meetings or longer term (i.e. annual) dependent on the individual case.

Transfer Admissions

How will the school support children with SEND to change classes and move on to a new school when they reach the appropriate stage(s)?

Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil with SEND is transferring into our school. When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move. Teachers and the Inclusion Leader will pay particular attention to preparing pupils with SEND for transfer to Junior School, addressing both the learning and the well-being concerns that may arise.

Funding

Funding comes from three sources:

- The school - general budget – discussed with Governors
- The block allocation - from the L.A. for all children with SEND
- Local High Need Funding, which is a banded scheme aimed at children who have high needs but no EHCP.
- High Needs Funding (HNF) which is a banded scheme for children who have an EHCP

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Appendix 1

Information about Special Educational Needs and/or Disabilities provision at Chater Infant School

What is the SEND Local Offer?

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

As part of the Children and Families Act 2014, all schools in Hertfordshire are required to make available their SEND information to families which details how they can support children and young people with a special educational need and/or disability (SEND).

Special Educational Needs and Disability (SEND)

To promote the inclusion of all children, at Chater Infant School we are able to offer the following provision to support children with SEND (**when and if appropriate**). This is in addition to the usual differentiation of tasks planned by all teaching staff.

Intervention
Social Skills programmes/support including strategies to enhance self-esteem <ul style="list-style-type: none">• Support from a Midday Supervisory Assistant at lunchtimes to encourage games and interaction with other children• Several teachers and Learning Support Assistants have training in and experience of teaching children with Autistic Spectrum Disorder
Access to a supportive environment <ul style="list-style-type: none">• Laptop trolley, set of iPads, interactive white boards• Wide use of visuals and symbols including use of the computer programme Communication in Print• Dyslexia friendly classrooms (with prompt cards, alphabet friezes etc)• Extra-curricular activities are open to all children who wish to take part• Two classrooms with Sound Systems (to support children with hearing impairment)• Access to a sensory room with a black out tent, sensory toys, books and a calm environment
Strategies/programmes to support speech and language <ul style="list-style-type: none">• WellComm Speech and Language Toolkit for Early Years• Topic vocabulary groups to pre-teach vocabulary needed for class topic work• Learning Support Assistants who work with individual children on Speech and Language targets following advice from the Speech and Language Therapist• Colourful Semantics approach to learning grammar• Use of blanks questions to aid in understanding• Lego Therapy
Mentoring activities <ul style="list-style-type: none">• A Learning Support Assistant may be assigned to children experiencing particular behavioural, social, emotional difficulties
Access to strategies/programmes to support Occupational/ Therapy/ Physiotherapy needs

- Fine and gross motor skills activities/extra handwriting practice for targeted small groups of children
- Variety of differentiated equipment such as writing slopes, different writing implements, scissors, various types of ball for P.E. activities
- Programmes for individual children following Occupational Therapy advice delivered by a Learning Support Assistant

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Whole school follows the following programmes of study- SEAL including anti-bullying, Rights Respecting Agenda, Protective Behaviours, EYFS Outcomes for PSED, PSHE Association and Jigsaw
- Protective Behaviours work both in class and as part of assemblies
- Transitions planned carefully with visits to new classrooms/schools/teachers. Staff time for handover of classes timetabled in, so that teachers are aware of the needs of all the children in their new classes. Children with SEND may have extra visits before changing class or school
- Open door policy by all staff for all parents and carers
- Trained Learning Support Assistants who deliver “Drawing and Talking” – a therapeutic intervention for individual children
- For children who need more specialist therapy we may employ a play therapist

Strategies to support/develop literacy inc. reading

- All staff trained in Read Write Inc Phonics
- LSA trained to deliver Fischer Family Trust Wave 3 Literacy intervention
- Small ability groups in phonics sessions
- Trained Learning Support Assistant provides individual programmes for children with Specific Learning Difficulties following advice from the Specific Learning Difficulties Outreach Teacher.

Strategies to support/modify behaviour

- If a child’s behaviour difficulties are persistent and constitute a barrier to progress in learning staff work with parents/carers on an agreed programme of support which may include home/school books to ensure daily communication between home and school, daily behaviour oversight by school staff, agreed rewards and sanctions

- If a child does not respond to the above provision, the school may seek external advice from the local Education Support Centre, the Educational Psychologist, the Play Therapist or a Family Support Worker
- All teaching staff are STEPS trained

Strategies to support/develop numeracy

- Chater Counts individual intervention for children who are struggling with early numeracy skills with a trained LSA

Provision to facilitate/support access to the curriculum

- Frequent small group support in class from class teacher/LSA.
- 1:1 support from an allocated Learning Support Assistant for children with Education Health and Care Plans (the amount and frequency of the support depending on the needs of the child).
- 1:1 support in class from learning mentor as appropriate
- Provision of specialist equipment or modified resources
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes, eg. devised by the Educational Psychologist, Speech and Language Therapist or SpLD base staff
- For children who are very new to English - Topic vocabulary groups
- Where we have a language match, bilingual support for children who are new to English (between them staff speak a wide range of languages other than English)
- Trained staff who deliver first language assessments (in some languages)

Strategies/support to develop independent learning

- Provision of class and individual/visual timetables or “Now and Next” boards.
- Provision of timers where appropriate
- Pre-teaching of new concepts and vocabulary
- Implementation of specifically tailored support strategies and programmes as above
- “Dyslexia friendly” classrooms
- Wide use of visuals

Support/supervision at unstructured times of the day including personal care

- Buddy system for children who cannot find anyone to play with

- Individual lunchtime supervision where appropriate
- Targeted support and supervision in the outdoor areas for children with disabilities

Planning and assessment

- Individual learning support plans for children with Special Educational Needs. which are shared with parents. Other provision is also recorded on class provision maps.
- Termly pupil progress meetings involving class teacher, Headteacher, Inclusion Leader and Key Stage Leader and as a result of which support by LSAs is allocated to groups or individuals
- Differentiated learning activities.
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- We may use the Individual Assessment and Early Learning and Development (IEALD) tool for children with SEND in the Early Years

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Team Around the Child (TAC)/ Team Around the Family (TAF) meetings convened where a child's/family's needs are assessed as significant.
- Termly progress meetings with parents/carers at parents evenings and as required
- Sharing of professional reports with parents
- Writing reports as requested by external professionals
- Parents invited to observe Chater Counts lessons with their child
- Meetings for all parents at the beginning of each academic year
- Workshops for parents on phonics, reading, maths
- HAFLs courses in school

Access to Medical Interventions

- Staff trained in the administration of support and/or medication for conditions including epilepsy and epi-pen use
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing on going treatment to children in the school

- Book with photographs of child and detailing the child's condition and, where relevant, required medication displayed appropriately
- Individual protocols for children with significant medical needs

For children with complex SEND, the frequency of any of the above provisions may result in the school applying for additional funding to support a child, known as Local High Needs Funding.