

# BIRKBY INFANT & NURSERY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY/ SCHOOL OFFER

### Introduction

#### **Together we can**

Birkby Infant & Nursery School aims to provide access to a stimulating, broad and balanced curriculum, within a culture of high expectations, where every child matters and barriers are tackled to enable all children to feel successful, confident, valued and included, safe and secure.

"Pupils whose circumstances might make them vulnerable, disabled pupils and those with special educational needs are extremely well supported and cared for, so that they make the same good progress as their peers." (Ofsted, 2013)

We will use our best endeavours to meet the special educational provision required, within the resources available, and reasonable adjustments, including the provision of auxiliary aids, will be made to the organisation, curriculum, environment, communication access, and teaching and learning methods, to avoid disadvantaging those pupils.

### Admission Arrangements

All children are admitted to the school in accordance with Kirklees Local Authority Admissions Policy. No pupil will be denied entry to the school because of his/her special educational needs or disability, unless the Governors and Head Teacher are unable to be confident of making effective provision to suit the needs of the individual, which is compatible with the efficient education of other children and with the efficient use of resources, and, where a child has an Education, Health and Care Plan (EHCP), the school is named.

### Equality

In accordance with the Equality Act (2010), and the school's Single Equalities Policy, Birkby Infant & Nursery School believes that all pupils should be treated with dignity and respect at all times. We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals.

Birkby Infant & Nursery School is committed to ensuring that every child receives access to high quality opportunities, regardless of ability or disability, gender, sexual orientation, race, age, socio-economic background, home circumstances, care status, belief or religion.

Birkby Infant & Nursery School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between disabled and nondisabled children and promoting positive action.

We recognise that treating pupils equally does not necessarily involve treating them all the same but means tackling barriers, which could lead to unequal outcomes. The School's *Access Plan*, which identifies provision and strategies already in place, and further planned improvements, is attached.

### **The Role of Parents/Carers**

At Birkby Infant & Nursery School we recognise that partnership with parents/carers plays a key role in helping children to achieve their potential and parents/carers are encouraged to be fully and actively involved in their child's education, and to share key knowledge and understanding of their children, as co-educators.

There is a regular programme of meetings with parents/carers to share information and seek their views on their child's learning, targets, progress and specific SEND. Further information can also be found on the school website: [www.birkbyinf.com](http://www.birkbyinf.com), which also contains a *Parents'/Carers' Guide to Special Educational Needs and Disability (SEND) Provision at Birkby Infant & Nursery School*.

In addition, parents/carers are always welcome to contact the school office on 01484 223969 to make an appointment to see the Inclusion Manager, Mrs Donna Todd, regarding specific SEND issues/queries, and the school welcomes any suggestions for improvement or ideas about what might help.

Parents/carers are offered access to information on Kirklees Information and Advice Service (KIAS), the SEN process, and bi-lingual support where available and necessary. Further information, advice and support about SEND, health and social care can also be found at [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk). The named Local Authority Caseworker for Birkby Infant & Nursery School is Jayne Hoyle, who can be contacted on 01484 221000 to offer advice on Kirklees Local Authority SEND Policy and Parents' Statutory Rights.

### **The Role of Pupils**

At Birkby Infant & Nursery School we are committed to pupil participation. We endeavour to include all pupils and to seek their views on the steps taken to meet

their particular Special Educational Needs/Disability, whilst taking into account the age, maturity and capability of each individual child.

### Definition of Special Educational Needs and Disability (SEND)

During their school life, some 20% of the national school population will have some kind of Special Educational Need, in relation to communication/ interaction, cognition/learning, sensory/physical, and/or social/emotional/ mental health needs, which means they have a significantly greater difficulty in learning than the majority of other children of the same age.

All teachers are teachers of children with Special Educational Needs.

Many children who have SEN may also have a disability. The Equality Act (2010) defines a disability as "a physical or mental impairment which has a substantial and long-term (a year or more) adverse effect on a person's ability to carry out normal day to day activities", which prevents/hinders a child from making use of the educational facilities generally provided, if it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger. The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities. Birkby Infant & Nursery School follows Kirklees Local Authority guidance on supporting pupils at school with medical conditions.

These particular difficulties may call for special educational provision to be made which is **additional** to, or **different** from, that which is already generally offered.

It is important to bear in mind that children must not be regarded as having a Special Educational Need solely because they possess a language different to that being taught or because they are displaying behaviour needs. However, there needs to be awareness that having English as an additional language or behaviour needs may disguise a child's Special Educational Need.

## Meeting the Needs of Pupils with SEN/Disability (SEND)

Birkby Infant and Nursery School follows the guidance of the Special Educational Needs and Disability Code of Practice (2015) and the Children & Families Act (2014). As a school, we can offer some experience in the SEND areas of learning/cognition, speech, language and communication needs, hearing and visual impairment, and in managing medical conditions, such as epilepsy, diabetes and asthma. The school has also received the Kirklees Inclusion Quality Standards Award.

All staff receive annual training related to SEND issues, and some staff receive specific training to support identified pupils. Recent training has covered speech and language development, motor co-ordination development, Makaton, dyslexia, managing asthma, anaphylaxis and diabetes, and changes to SEND Policy and Practice.

Each classroom presently has at least 1 Educational Teaching Assistant (ETA) in addition to the class teacher. The school also employs SEND ETAs, to work as appropriate with pupils who have Special Educational Needs/Disability. The school has two Learning Mentors, a Behaviour Improvement Worker and also currently commissions the services of a Therapeutic Play Practitioner, a School Nurse and a Speech Therapist.

We have staff who speak Polish *Polski*, Hindi हिंदी, Hungarian *Magyar*, Mirpuri, Punjabi ਪੰਜਾਬੀ, Italian *Italiano*, French *Français*, Urdu اردو.

Our extended school activities include a Morning Movement Group, Breakfast Club, After School Care Club and a range of lunchtime and after school extra-curricular activities. There is also a staffed 'Drop and Go' system available every morning.

Children also experience a variety of visits and visitors, including the seaside and forest school activities at St Patrick's Primary School. Parents/carers are also invited to adult training events and weekly sessions to help them to support their child's learning.

The schools within the *North Huddersfield Learning Community* continue to develop closer links. The Inclusion Managers/SENCOs liaise regularly, to share good practice and to pass on documentary information.

The aims of our Special Educational Needs/Disability (SEND) Policy are:

- to identify children with SEND as early as possible and to liaise with parents/carers as soon as possible,
- to work in partnership with parents/carers, pupils and outside agencies, including health and social care agencies,

- to plan effective interventions through differentiated planning and teaching and target setting,
- to help all children to reach their full potential, through high quality, differentiated and personalised provision.

Class teachers and colleagues carefully and continually monitor, **assess** and track each child's progress and development to ensure full access to the curriculum and whole school life.

If staff have concerns regarding a child's progress, in that

- the child is making less than expected progress, even with quality first teaching and effective differentiation,
- the attainment gap between the child and his/her peers is widening,

then a graduated approach will be adopted, known as SEN Support (replacing School Action and School Action Plus). Staff will intervene early and may formulate SEND Support Plans (SSP) which outline the child's areas of difficulty, (in relation to communication/ interaction, cognition/learning, sensory/physical, and/or social/emotional/ mental health needs), time-limited targets, a **plan** of action to **do** and teaching approaches/modified resources to be implemented, which are **additional** to or **different** from those usually provided. Additional intervention programmes being accessed by individual children, such as FC@N, Project X, EALIP, Play Therapy, are recorded on Provision Maps. The Inclusion Manager, pupils and parents/carers will be formally informed and involved in identifying strengths and needs and in planning provision. SSPs are **reviewed** at least termly.

If a child continues to make less than expected progress and requires further specialist help, support and advice will be sought from external agencies, such as Educational Psychology, Early Years SEN Services, Speech and Language Therapy Services, Occupational/Physiotherapy Therapy Services, Sensory Service for Children with Hearing/Visual Impairment, Autism Outreach Service and the School Nursing Team. These services may offer specialist assessments, materials or new teaching/learning strategies and SSP advice. SSPs will continue to be devised or a My Support Plan (MSP) may be put in place. Specific SEND information and classroom resources are stored in the PPA Room, located off the Small Hall. These include access support resources, graded materials, screening resources and specialist ICT software. Information held on children with SEND is maintained confidentially, with access only by staff, and outside agencies, with parent/carer permission.

The school also has a designated Learning Room and Nurture Room, for use with identified pupils with Additional Needs. The school's Access Plan details the reasonable adjustments that have been/are to be made to the school curriculum, the physical environment and the delivery of information - communication to support the access needs of all service users.

### Education, Health and Care needs Assessment

All children develop at their own pace. Where pupils show significant cause for concern, and have the most complex or severe needs, a request may be made for the Local Authority to carry out a more detailed needs Assessment of the child's specific needs.

### Education, Health & Care Plans (EHCPs) (replacing Statements of Special Educational Need)

The Local Authority will then decide, within 6 weeks, whether to carry out a Needs Assessment. Following the Needs Assessment, the Local Authority has 16 weeks to decide whether or not an Education, Health & Care Plan (EHCP) is necessary.

An EHCP brings together a child's education, health and social care needs into a single legal document. It details the specific support, provision and resources the child requires. The final Plan should be issued by the Local Authority within 20 weeks of receipt of a request for an EHC Needs Assessment.

The Local Authority must offer families of children with an EHCP a Personal Budget, which is an amount of money identified to meet some of the needs in the EHCP.

Children with an EHCP must have at least an annual Review of their needs, to which all concerned parties shall be invited.

Top-up funding is allocated from Kirklees Local Authority according to the school's identified needs for SEND provision, to supplement the school's delegated notional SEND budget, which provides both human and specific learning resources, to meet the needs of children for the following financial year.

### Co-ordination of Provision for SEN/Disability

The Head Teacher and the Governors have statutory responsibility for SEND at Birkby Infant & Nursery School.

The nominated Governor with specific responsibility for SEND is Mrs Sandy Goler. The Governing body has a statutory duty to:

- have regard to the Code of Practice (2015) when carrying out its duties towards pupils with SEND,
- endeavour to secure that the necessary provision is made for any child with SEND,
- ensure that all those likely to teach a child with SEND have been informed of those needs,
- ensure that teachers in the school are aware of identifying and providing for those pupils with SEND,

- ensure that any pupil with SEND is included as far as possible with his/her peers, and is not faced with discrimination,
- report annually to parents/carers on the school policy for SEND,
- review the school SEND policy annually.

The teacher with responsibility for SEND is the Inclusion Manager and Deputy Head Teacher, Mrs Donna Todd (01484 223969) - roles and responsibilities include:

- the day-to-day management and co-ordination of provision for pupils with SEND, with the aim of securing high quality teaching/provision,
- monitoring and tracking the progress and experiences of pupils with SEND,
- acting as an advocate and key worker for pupils with SEND and their families,
- administration duties, including maintenance of the SEND Register, and associated record-keeping, including PLASC data, SSPs/MSPs and Provision Maps,
- supporting and advising colleagues in meeting the needs of pupils with SEND,
- working with targeted pupils,
- organising and chairing meetings,
- resource management, including SEND budget allocation,
- liaising with parents/carers and external agencies, including the Designated Medical Officer (DMO) or Designated Clinical Officer (DCO) - Amanda Barwick
- managing SEND ETAs,
- organising specific induction and transition programmes for children with SEND and liaison with previous/next settings,
- organising/delivering further training and development for colleagues related to SEND issues,
- liaison with colleagues who have responsibility for other aspects of Additional Needs, including Learning Mentors and BiP worker staff,
- liaison with the Designated Governor for SEND, and to provide Reports/information to the Governing Body on SEND issues, as requested,
- provide information to the LA regarding SEND issues, as requested.

### **Complaints**

The School follows Kirklees Local Authority Complaints procedure. A copy of the School's Complaints Procedure is available from the School Office. Complaints should be addressed to the Head Teacher and Governors of the School.

### **Review Date**

Reviewed: *Autumn 2017*

To be reviewed annually - *Autumn 2018*, or earlier if determined by statutory requirements or Government guidelines.

**Head Teacher: Diana Wilson    Chair of Governors: Ali Stopher**

**Governor with responsibility for SEND: Sandy Goler**

**Co-ordinator: Donna Todd        Term: *Autumn 2017***