

Growing Together Federation

Bowerdean Nursery School

Henry Allen Nursery School

Mapledean Nursery School

Special Educational Needs & Disability Policy

This policy has been written to comply with the statutory requirements laid out in the 2014 Children and Families Act, the Special Educational Needs and Disability Code of Practice 0-25 {July 2014} and the Equality Act {2010}.

At the Growing Together Federation we are committed to:

- Creating a vibrant, exciting school where children enjoy their education and make good progress in a stimulating environment.
- Developing the whole child through their creativity and diversity.
- Supporting our children to grow into confident, happy, independent lifelong learners who can function as successful members of society.
- Having high expectations in terms of behaviour and attitude to learning.

AIMS AND INTENTIONS

At the Growing Together Federation, we aim to:

- Provide a whole pupil, whole school approach to the management and support for Special Educational Needs.
- Identify, at the earliest possible opportunity, barriers to learning and participation.
- Make reasonable adjustments in order to overcome any barriers, ensuring full access to the curriculum for all children.
- Ensure that every child experiences successes in their learning, and achieves to the highest possible standard.
- Enable all children to participate in activities fully and effectively.
- Value and encourage every child's contribution to the life of the school.
- Work in partnership with parents and carers.
- Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- Work closely with external support agencies, where appropriate, to support the need of individual pupils.
- Ensure that all staff have access to training and advice to support good quality teaching and learning for all pupils.
- Nurture and inspire all children so that they can attain to the best of their ability.

We will do this by:

- Creating a happy and secure learning environment for all children.

- Ensuring that all pupils have access to an appropriately differentiated curriculum.
- Identifying special educational needs or barriers to learning as early as is possible.
- Identifying and removing potential barriers to learning; ensuring that necessary and appropriate provision is made for children identified as having special educational needs.
- Promoting continuity of care by using a graduated Assess, Plan, Do, Review approach as recommended by the 2014 SEND Code of Practice.
- Ensuring that the child and their family are kept at the centre of any identification and assessment processes.
- Gathering children's views, where possible, so that they are confident their wishes will be taken into account, and that they have a shared responsibility for their own learning and progress.
- Recognising, valuing and celebrating children's personal achievements.
- Working in partnership with parents/carers in developing and implementing a joint learning approach at home and in school.
- Keeping clear, up to date records of all necessary aspects of the child's special educational needs provision and progress.
- Ensuring that parents/carers are kept informed of their child's progress.
- Ensuring consistent implementation of the schools SEND policy by all staff.
- Using the SEND Code of Practice and the Buckinghamshire Guidelines for SEND to inform and guide us.

DEFINING SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The 2014 SEND Code of Practice states that:

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

"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."

"Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '.....a physical or mental impairment which has a longterm and substantial adverse effect on their ability to carry out normal every 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 hearing or sight, 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 SEND DEFINITION.”

DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities {July 2014}

PROVISION FOR ALL

At the Growing Together Federation we understand that sometimes events can lead to learning difficulties or wider mental health difficulties. Such events will not always lead to children have SEND but can have an impact on wellbeing.

We endeavour to provide a variety of support for all staff, children and their families; enabling us to make appropriate provision for a child’s short term needs in order to support any difficulties and prevent them from escalating.

We have staff with experience in supporting children and families where there may be:

- Disability or illness
- Bereavement
- Attendance and punctuality difficulties
- Health and Welfare concerns
- Divorce or separation
- English as an additional language
- Eligibility for Pupil Premium
- Looked after children

We operate an open door policy and the Senior Leadership Team can be contacted discretely and in confidence for advice or support.

SENDCo	Charlie Macdonald – Henry Allen	Zoë Staines - Bowerdean & Mapledean Deputy SENDCo – Shelby Thomas (Mapledean)
Chair of Governors	Sue Skinner	
SENDCo Governor	Dee Snudden	

CATEGORIES OF NEED

There are four broad examples of SEND outlined in the 2014 Code of Practice. They are listed here with some examples:

Communication and interaction

- Speech, language and communication needs {SLCN}
- Autistic spectrum disorders {ASD}

Cognition and Learning

- Moderate learning difficulties {MLD}
- Specific learning difficulties {SpLD}
- Global Developmental Delay

Social, emotional and mental health

- Anxiety
- Self-harming
- Attention Deficit Disorder {ADD}
- Attention Deficit and Hyperactivity Disorder {ADHD}

Physical and sensory

- Visual impairment {VI}
- Hearing Impairment {HI}
- Physical disability {PD}

It is important to remember; the purpose of identification is to work out what action we need to take, not to fit a pupil into a category. "In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements." (DfE SEND Code of Practice 2014: p97: 6.27)

It is also important to note that Behaviour is no longer considered as a category of SEND. However, any concerns relating to a child's behaviour will be described as an underlying response to a need which will need to be investigated further (please also refer to our Behaviour Policy 2016). "Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate." (DfE SEND Code of Practice 2014: p96: 6.21)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We endeavour to work even more closely with parents and children to ensure that we consider the child's own views and aspirations as well as parents' experience of, and hopes for, their child. We have high expectations of all our children, including the children on our SEND register. Children with SEND are identified by our assessment routes which are part of our overall approach to monitoring the progress of all pupils: The progress of every child is monitored through pupil progress meetings held four times a year with the class teacher, Headteacher and SENDCO. Where a child is identified as not making progress, interventions are agreed and a plan of action put in place. Teachers are continually monitoring children's learning and progress. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by 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

In this instance the teacher and SENDCO will meet informally with the parent/carer to gather views and decide together if there is a potential Special Educational Need. Sometimes parents ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them carefully. "Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life." (DfE SEND Code of Practice 2014: p99: 6.40 and 6.42)

The Graduated Approach in the Early Years

Once a child has been identified as having SEND, staff follow the Assess, Plan, Do, Review (APDR) process as outlined:

Assess

- A clear analysis of a child's needs is established. This will draw on practitioner assessments and experience of the child as well as progress, attainment and behaviour information.
- The key person or SENCO should record any concerns raised by the parent and compare them against their own assessment and information about the child's development.
- It will draw on an individual's development in comparison to their peers, the views and experience of the parents/child and advice from external support services.
- There must be a regular review of the assessment.
- Support must be matched to the needs of the child.

Plan

- If it is decided that a child needs support, the child's parents/carers are informed.

- The key person and SENCO should agree, in consultation with parents and the child the interventions and support arrangements as well as the expected impact on their progress, development or behaviour. All staff who work with the child will be informed.
- The support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

Do

- The key person remains responsible for working with the child.
- Any support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

Review

- The key person and SENCO should review the effectiveness of the support by the agreed date.
- The impact and views of parent and child should feed back into the analysis of the child's needs. If outreach practitioners are working with the child, they should be involved.

Targets set may be school based, set by outside agencies or suggested by parents/carers. These are reviewed each term, or sooner if deemed necessary.

The class teacher remains responsible for the child's provision on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they still retain responsibility for the pupil. It is the class teacher's responsibility to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and to link them to classroom teaching.

The SENDCO is responsible for supporting the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The effectiveness of the support and interventions and their impact on the pupil's progress must be reviewed in line with the agreed date. The impact and quality of the support and interventions must be evaluated and recorded on the SEND Support Plan, along with the views of the pupil and their parents. This information will feed back into the analysis of the pupil's needs; enabling the class teacher, with the support of the SENDCO to revise the support in light of the pupil's progress and development, deciding on any changes to the support or outcomes in consultation with the parent and pupil. Parents will be given clear information about the impact of the support and intervention provided.

OUR PARTNERSHIPS

We are proud of the positive links we have built with outside agencies over a number of years and we have established clear referral routes in order to best meet the needs of our pupils and their families. Examples of the outside agencies we work with are listed here;

• Specialist Teaching Service (Visual impairment, hearing impairment, Language and Communication needs and Physical Disabilities)	• Educational Psychology
• The Health Visiting Service	• Community Paediatrics

• Social Care	• Family Support
• Occupational Therapy	• Speech and Language Therapy
• The Children's Centre	• Barnardo's
• Bucks Inclusion Team	• Music Therapists

EDUCATION, HEALTH & CARE PLANS (EHC PLANS)

If children fail to make progress, in spite of high quality, targeted support with a SEND support plan, it may be appropriate to make an application to the Local Authority for an assessment for an EHC Plan. An EHC Plan may be requested, for example;

- When a child with SEND is Looked After and therefore additionally vulnerable
- A child has a disability which is complex or lifelong and means that they are likely to always need a high level of additional support in order to access the curriculum and to learn effectively
- The child's achievements are so far below their peers that he/she may, at some point, benefit from special school provision. It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for a Statutory Assessment for an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals

who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. When a pupil has an EHC plan, the local authority must review that plan annually, with an informal review every 6 months for those children under 5.

WHOLE SCHOOL TEACHING & LEARNING FOR SEND

We promote inclusion to include children with SEND and disabilities in every aspect of their school day as well as during extracurricular activities and educational visits.

- We believe that all children learn best with the rest of their class.
- Our aim is for all children to be working independently, in class, at the cusp of their potential.
- Risk assessments are carried out and reasonable adjustments are put in place to enable all pupils to participate safely.
- Teaching staff, including Nursery Nurses and Teaching Assistants, are given training on strategies to best support pupils who have specific needs.

- Children with SEND and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).
- Teachers will spend time each day working with all children with SEND, individually or as part of a group.
- When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.
- When considering an intervention, we look first at the child's profile of learning so that we can select the intervention which is best matched to the child.
- Targets for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers.
- Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and the SENDCO.

ADAPTATIONS TO THE ENVIRONMENT

The Growing Together Federation is committed to inclusive mainstream education and equal opportunities for all.

- All areas, inside and out, are of an adequate size and layout to allow access for all pupils.
- The main buildings are accessible for wheelchair users
- The main building has a toilet adapted for disabled users.
- There is a disabled parking bay, near to reception, which is made available in order to provide easier access for disabled pupils and/or parents/carers.
- Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

STAFF TRAINING

Many of our teachers, Nursery Nurses and teaching assistants are extremely experienced in working with a wide range of SEND. There are regular meetings for all staff to promote access to the most up to date information and resources as well as to support problem solving, action planning and the monitoring of targets. We access specialist training through the Educational Psychology service, Speech and Language Therapy service, Occupational Therapy Service, and Health Visiting Team. Where appropriate, all staff are encouraged and supported to access further, or more specific, training on how to support pupils with individual needs from specialists or through external training courses. Where particular needs arise, whole staff training is delivered on school INSET training days.

ROLES AND RESPONSIBILITIES

The SENDCO role is a strategic one working with the senior leadership team to review and refresh the SEND policy and with the teachers and support staff to review its practice and ensure every child with SEND gets the personalised support that they need. The role involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Advising on use of delegated budget/other resources
- Liaising with the parents and carers of children with SEND
- Developing links with other education settings and outside agencies
- Liaising with potential next providers of education
- Working with the Headteacher and governors upon the Equality Act
- Ensuring that SEND records are up to date.

EQUAL OPPORTUNITIES

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

BUCKINGHAMSHIRE'S LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care.

Buckinghamshire's Local Offer is available to view here:

<http://www.bucksfamilyinfo.org/>

BUCKINGHAMSHIRE SEND IAS (formerly Parent Partnership)

The Special Educational Needs and Disability Information, Advice and Support Service or SENDIAS, provides free, confidential, impartial information, advice and support on all matters relating to special educational needs and disability for children and young people aged 0 to 25 and their parents/carers. Here you will find our informative resources which will help answer questions you may have. The contact telephone number is: 01296 383754.

GOVERNORS

It is the statutory duty of the governing body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Dee Snudden.

COMPLIMENTS, CONCERNS & COMPLAINTS

The Growing Together Federation to work in partnership with parents and carers to ensure a collaborative approach to meeting the needs of all pupils. For any compliments, concerns or complaints relating to Special Educational Needs and Disability please contact the Co-Headteachers or Sue Skinner, Chair of Governors, via the school office.