



HURSTHEAD INFANT SCHOOL

Special Educational Needs and Disability (SEND) Policy

Reviewed:	Autumn 2024
Date of next review:	Autumn 2025

Hursthead Infant School

Inclusion and SEND Policy

At Hursthead Infant School we value the skills and talents of all our children. We have pupils of all levels of ability. Some children are identified as having Special Educational Needs (SEND) and to these children we offer skilled support and small group teaching where appropriate. We always involve parents in discussions about their child's needs and seek the advice of other expert professionals, where appropriate. We are a fully inclusive school and pride ourselves on the success of all our pupils.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010 – Human Rights: advice for schools Department for Education (DfE)
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014) (called SEN School Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 framework document Sept 2014
- The Early Years Foundation Stage (2024)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- Mental Health and Behaviour in Schools (November 2018 DfE – departmental advice)
- Children and Families Act 2014
- Stockport Admissions Policy
- English as an Additional Language (EAL) Policy

The policy was created by the SENCO and Head Teacher of Hursthead Infant School with support from the SEND Governor and in liaison with the Senior Leadership Team (SLT), staff and parents of pupils with SEND. It is to be read in conjunction with **the Hursthead Infant School “SEND Information Report”** which is available on the school's website under the heading School Information. Parents can also find a link to Stockport's 'SEN local offer' under the heading 'Parents' on the school website.

The following school policies should be read alongside this document to provide a broad picture of the views and responses of Hursthead Infant school to the wide variety of issues that can affect children with special educational needs.

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Accessibility Plan
- Medical Conditions Policy
- Mental Health Policy

These policies are available on our school website and/or in paper form from our school administrator.

Contacts

The School SEND Information Report, available under School Information on our school website, has a comprehensive series of Frequently Asked Questions about SEND at Hursthead Infant School. Should you have any further questions please contact one of the following:

SENCO: Rebecca Crawshaw
Head Teacher: Karen Grant
SEN Governor: Dawn Moody
Hursthead Infant School contact number: 0161 439 2238
Email: headteacher@hursthead-inf.stockport.sch.uk

1: Aims and Objectives

At Hursthead Infant School we believe that:

- Inclusion is a mind-set not a programme
- All children are entitled to have access to a broad and balanced curriculum and this must be planned to take account of and be relevant to their learning needs
- Every teacher is a teacher of **every** child including those with additional educational, social, emotional and physical needs
- All children are entitled to Quality First teaching and the standards set out in the Stockport Entitlement Framework
- All children need adequate and appropriate resources to support their learning
- All children are entitled to an education that equips them with the knowledge and skills to contribute positively to society
- All children are entitled to an education which allows them to reach their full potential
- Inclusion is concerned with improving our school for children, parents, staff and the wider community

We:

- Create a safe, encouraging environment that meets the special educational needs of each child
- Raise the aspirations and expectations of all pupils with special educational needs by setting stretching targets and encouraging high ambitions
- Ensure that the special educational needs of each child are identified as early as possible, assessed as quickly as possible and provided for appropriately at the earliest stage. This may be through in-school interventions or by referral to outside agencies for advice or support
- Identify and support the roles and responsibilities of all staff and agencies involved in providing for children's special educational needs
- Enable all children to access the full range of educational and social elements of the school curriculum, providing an adaptive teaching approach, specialised support and specialist resources as appropriate

- Closely monitor the impact of any interventions ensuring each child makes maximum progress in their learning and closely tracking their progress towards their individual goals
- Work in partnership with parents using person-centred planning, starting with the child's Personal 1 Page Profile (see example Appendix A), to provide the best possible support to both the child and their parents, taking account of the views of the child as appropriate
- Regularly review the child's needs via termly meetings and on-going, close liaison between the child's class teacher, parents, SENCO and Head Teacher
- Maintain clear, factual and up to date records which are made available to all involved including relevant agencies and to the child's next educational setting
- Plan and budget for the maximum use of the school's resources and additional resources

3: Identifying Special Educational Needs

3.1: At Hursthead we believe the purpose of identifying special educational needs is to work out what action the school needs to take in order that the child is supported to make maximum progress and attainment. To do this we take into account the definition of SEND detailed in the SEND Code of Practice (2014) which states:

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

> A child of compulsory school age has a learning difficulty or disability if they

- Have significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders him or her 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 he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Special Education Provision is any provision made for the child that is "additional to" or "different from" what is offered to other children of the same age within a class.

At Hursthead Infants we use the SEND Code of Practice 2014 to identify the four broad areas which give an overview of the range of needs that we plan for

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

3.2: We believe each child is an individual and, as such, the school identifies the needs of each pupil by considering all aspects of the child, not just learning needs. We are aware that many factors impact on a child's progress and attainment and we consider the following aspects when assessing whether a child has special educational needs:

- Disability
- Whether the child has experienced Adverse Childhood Experiences (ACEs)

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of Service personnel
- Being a Summer Born child

3.3 We build in support and provision to ensure we support the needs of each child as a whole. This may include a combination of emotional, social, mental health, physical health, sensory or communication needs. We promote positive outcomes in personal and social development and support the child to build self-esteem and resilience in a variety of ways (see Hursthead Infant School provision map Appendix B).

4: A Graduated Approach to SEN Support

At Hursthead Infant School we believe that:

- Early identification of a child's additional needs is vital to ensure the child reaches his/her potential
- Quality first teaching and high expectations is essential as the first step in responding to pupils. We are passionate about creating an inclusive environment through the application of Adaptive Teaching to meet the needs of all individual pupils.
- Our duty is to the whole child and the involvement of parents at the earliest opportunity is key to achieving maximum impact for the child
- Teachers are responsible and accountable for the progress and development of all pupils in their class and the management of assistants or specialist staff to support that progress
- Children's needs can be complex and understanding the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources including parents, other teaching staff and outside agencies
- It is essential for the class teacher and the SENCO to work closely together to assess and plan interventions for each child and monitor the effectiveness of these. This is an on-going process
- It is essential the SENCO works closely with teachers, parents, agencies and support workers to plan an appropriate programme of support which is then administered by the class teacher, Higher Level Teaching Assistant, Teaching Assistant or appropriate agency personnel
- A regular (at least once a term) process of Assess – Plan- Do- Review is needed to provide challenging targets and to monitor impact of interventions

4.1 The following are used to help identify a child at Hursthead Infant School as having a special educational need:

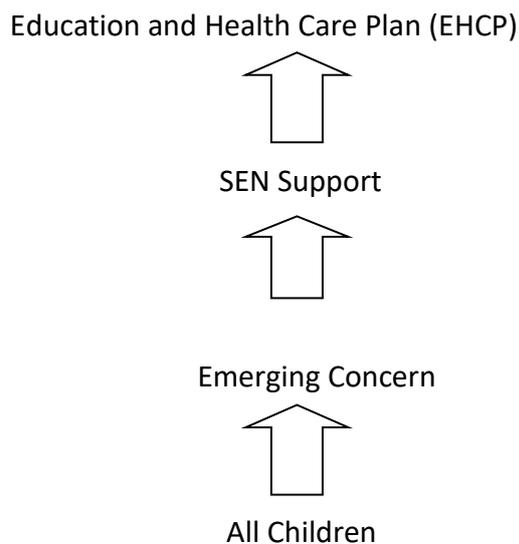
- Concerns raised by a Health Visitor pre-school
- Concerns raised by a child's pre-school setting

- An external agency with whom the child may already be involved such as Speech and Language, Portage (pre-school psychology resource), Paediatrician etc.
- Baseline assessment on entry (this assessment can show if a child is performing below their age expected levels)
- Concerns raised by parents/carers
- Concerns raised by the child's teacher due to lack of progress/progress below the expected level/age related indicators of slow progress
- Concerns raised by practitioners regarding social communication/interaction, emotional or mental health concerns, physical or medical problems

4.2 SEND Procedures at Hursthead Infant School (see also Mental Health Policy)

The school operates the following graduated response (see SEND Support Pathway Appendix D). NB: Should referral to one or more external agencies be appropriate the SENCO will follow the procedures for referral as required by the relevant agency. These may include the use of Early Help Assessments or agency specific referral forms as specified by Stockport Local Authority.

Hursthead Infant School hierarchy of graduated response:



- If a concern is raised by any of the above parties (detailed in 4.1), following any necessary assessments by the class teacher, a discussion between the child's class teacher, parents and SENCO will take place. These meetings can take place separately or together, as appropriate to the concern. A record of the discussion can be written at this time
- Interventions/strategies to address the concerns are discussed with parents and SENCO (as appropriate). A summary of support is recorded on an Emerging Concern sheet by the class teacher.
- Appropriate interventions/strategies are put in place (see Hursthead Intervention Group Summary Document Appendix C) and their impact monitored closely by the class teacher. Depending on the nature of the need, discussion with SENCO and parents can lead to initial

assessment by the SENCO or referral to a relevant agency (see Hursthead Provision Map Appendix B)

- All interventions/strategies are monitored and reviewed as appropriate but at least once termly. At the review, all parties decide whether to continue on Emerging Concern with further interventions (continuing the review cycle laid out) or to implement a SEND Support Plan (Appendix F) which will be co-produced with parents; including pupil voice. Parents' input is also gathered in advance of a SEND Plan meeting via a Parental Contribution Form (Appendix G). Further considerations to refer to appropriate external agencies for specialist assessment will be discussed as and when appropriate but at least termly.
- Following assessment by the external agency the school will either review the SEND Support plan and include any agency advice given or implement the individual therapy programme and review and amend the SEND Support plan accordingly
- The Assess-Plan-Do-Review cycle continues for each of the above stages with external reviews by the relevant therapist feeding into the SEND Support Plan
- Person centred SEND Support Plan Review Meetings are held between the class teacher and parents, usually with the SENCO and with external agency practitioners/Head Teacher/Learning Support Assistants and any other relevant personnel invited to attend as appropriate
- Outcomes from the SEND Support Plan Review Meetings can include
 - The creation of a new SEND Support Plan
 - The creation of a new SEND Support Plan and referral to an external agency for further specialist assessment or advice
 - The decision to seek an EHCP for the child (following quality first teaching and clearly directed interventions / agency programmes over a period of time)- see Stockport Guidance on referring for assessment
 - The removal of the child from SEND Support (if a child has made substantial progress after an intervention and is now in line with age related expectations and other progress signifiers). They may then return to Emerging Concern to ensure continued progress over the proceeding period

NB: Parents are closely involved at each stage of this graduated response (see Parental Contribution form). An Early Help Assessment (<https://www.stockport.gov.uk/early-help-assessment>) can be completed at any stage as assessed as appropriate by school, parents or outside agencies.

5: Monitoring and Record Keeping

5.1: Monitoring provision, resources and training

- The class teacher, SENCO, SEND governor and Head Teacher regularly and carefully monitor and evaluate the provision we offer all pupils via the use of parent feedback (verbal, regular meetings and school questionnaires), pupil views (verbal, Personal Profiles, end of year questionnaires) and staff discussion (formal and informal) with reference to the Stockport Entitlement Framework and Stockport Guidance for Stockport Settings, Schools and Colleges
- The policy and provision for SEND is regularly reported to the school governing body
- The SENCO regularly audits the provision offered by school and uses the annual SEND Action Plan to address any provision or resource needs

- The SENCO attends the LA SENCO network update meetings termly and accesses the Stockport SENCO Forum on a regular basis. The SENCO also accesses advice from National Association for SEN. Continuing Professional Development (CPD) via courses/training and discussion with experts on the latest provision available, ensures the SENCO is up to date with their knowledge and understanding of the wide variety of SEND issues encountered at Hursthead Infant School
- The Head Teacher and SENCO ensure all new members of staff undertake induction which includes explanation of the systems and structures in place around the school's SEND policy and provision
- All practitioners including class teachers, TAs, Learning Support Assistants and relevant administrative staff fill in an annual questionnaire regarding any training or revision of training needs they require and these are addressed as efficiently as possible by in house or external training sessions/courses as appropriate
- The class teacher and SENCO monitor the provision for each child on Emerging Concern, SEND Support or an EHCP through regular meetings, at least once a term. These meetings are to analyse, evaluate and set targets using a variety of different strategies, Information on how to motivate and maximise the child's learning will be received from all involved including parents, children, teaching staff and external agencies as appropriate
- The Head Teacher and SENCO monitor the delivery of quality first, appropriately adapted, teaching to all children including those with SEND by regular formal classroom observations, feedback and professional development review meetings
- The SENCO and Head Teacher monitor the effective use of the SEND budget, SEND resources and additional monies for individual children, such as Pupil Premium or EHCP budget, to ensure maximum use of the monies available.

We believe that the success of the SEND policy is reflected in the following:

- Children's results and analysis of their progress using both teacher assessment and summative assessments collated by the class teacher, SENCO and Head Teacher
- Children making significant progress as evidenced on their evaluated and reviewed SEND Support Plan targets
- The views of parents, children, staff and the governing body

5.2: Record Keeping and transition

We maintain a school register of all children on

- Emerging Concern
- SEND Support
- An EHCP

- All these registers are updated termly and information from these registers shared with all members of teaching and admin staff including HLTAs, TAs and LSAs. Relevant information regarding a child's needs are also shared with Midday Assistants
- All children within the SEND Support stage and children with an EHCP are recorded on the schools data collection system maintained by the school administrative staff

- The relevant class teacher, alongside the SENCO, maintains records for each child on the school register including all relevant plans, records of meetings, advice and programmes from external agencies, Personal Profiles and other relevant information. Each child on a relevant SEND Support plan, or with an EHCP, has an individual Stockport SEND Tracker (see example in Appendix H) to monitor their progress in learning. The child may also have a personal provision map detailing their support (see example in Appendix I)
- On transition, either from teacher to teacher or school to school, a face to face meeting between teachers occurs. During this meeting the whole child is discussed and reference is made to the child's Personal Profile. In addition, in cases of social communication needs, an Individual Transition Plan may be used to give further details of provision and a clearer picture of how to help the child maximise their learning (see example in Appendix J). The discussion includes the child's strengths, needs, likes and dislikes, motivating factors, adaptations necessary, relevant history and their academic progress. Documentation is handed over at this time (with electronic records transferred in accordance with Data Protection Regulations) and a discussion is held including discussion of current targets and information regarding when the next formal review is to be held
- When transitioning between school settings the SENCO will liaise with the receiving SENCO (as well as class teacher meetings) to discuss the child/children the new school is receiving and transfer the relevant documentation. In addition, when transferring at the end of Key Stage One from Hursthead Infant School to Key Stage Two at Hursthead Junior School, the SENCO meets with the receiving SENCO to discuss children on the SEND register and their provision needs. (see School SEND Information Report for parental information regarding transition).

6: Roles and Responsibilities

6.1: The Governing Body:

- Our SEND governor is Dawn Moody who meets regularly with the SENCO and Head Teacher with a focus on SEND issues in the school
- In co-operation with the Head Teacher and SENCO, the governing body determines the school's general policy and approach to provision for children with SEND
- Establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work

6.2: The Head Teacher:

- Our Head Teacher and designated teacher with specific Safeguarding responsibility is Karen Grant
- Ensures the governing body is informed of SEND development and provision
- Is responsible for the management of a Child Looked After (CLA) and Pupil Premium funding
- Works closely with the SENCO in developing the day to day management of SEND provision including maximising the use of the budget for SEND, use of Pupil Premium and monitoring the teaching of children with SEND via classroom observations

6.3: SENCO:

- Our SENCO Rebecca Crawshaw is responsible for the day to day operation of the school's SEND policy
- Ensures school keeps up to date records of children with SEND
- Works closely with, liaising and advising, the Head Teacher, governors, senior management, class teachers and support staff
- Maintains close links with parents and families offering support and advice as necessary
- Is closely involved with the strategic development of the SEND policy and provision
- Maintains the "School SEND Information Report" and is aware of and contributes to the information available in Stockport's Local Offer in order to inform parents of the provision offered
- Co-ordinates the provision to support children with SEND throughout the school
- Works closely with outside agencies, support services, third sector parties and other bodies including the Educational Psychology service, Occupational Therapy, Speech and Language service, Child and Adolescent Mental Health Service (CAMHS), English as an Additional Language (EAL) service, Parental Support Groups, Physiotherapy, Inclusion Service, Paediatricians and Speech Leap (for clarification of terms see Appendix K)
- Advises and liaises with class teachers on the assessment, reviews and record keeping for children with SEND
- Monitors and address the CPD needs of all staff, updating them on the SEND register and monitoring the provision of interventions on a regular basis
- Liaises with pre-school settings and Key Stage 2 settings to disseminate information and ensure continuity of provision
- Liaises with the SEND governor with regular meetings
- Works closely with class teachers to draw up and review interventions and Support Plans and to formulate class teacher reports for reviews etc.
- Produces, implements and reviews, in liaison with the Head Teacher, the school's yearly SEND development plan
- Liaises with potential next providers of education to ensure parents and children are informed of their options and to facilitate a smooth planned transition
- Works closely with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act (2010)

6.4: Class Teachers:

- Plan, assess and review support for children with SEND in collaboration with parents, SENCO and child, as appropriate, maintaining up to date records on the Staff shared area
- Provide Quality First teaching that is adaptive for all children in their care
- Set high expectations for all children and aim to teach all children the full curriculum
- Use individualised assessment to set targets which are appropriately challenging
- Plan lessons to address potential areas of difficulty and ensure the removal of barriers to allow all children to achieve

6.5: Teaching Assistant:

- Works under the direction of the class teacher to support individual children
- Works closely with individual children supporting them either working within the class or outside the class when and if appropriate e.g. if the child requires a quiet space to focus
- Delivers, after training, individual programmes devised by external agencies such as Occupational Therapy (OT) or Speech and Language in accordance with the child's SEND Support Plan or individual therapy plan
- Under the direction of the SENCO or Class Teacher, delivers small group intervention programmes devised by school or external agency e.g. Time to Talk speech and language programme or Motor Skills United OT group programme. In this event they liaise closely with the SENCO and Class Teacher to ensure the group intervention sheet is completed to show impact of intervention
- Liaises closely with the SENCO and therapists to ensure continuity of provision and dissemination of relevant information
- Provides verbal feedback/written reports for children and/or contributes to class teacher reports as necessary
- Attends review meetings as appropriate

6.6: Medical Needs

The Head Teacher is responsible for managing the overall medical needs in the school with a designated First Aid Leader in each year group

7: Funding

- Hursthead Infant School allocates the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its children
- Personal budgets are allocated from the LA's high needs funding block. Schools are required to contribute the first £6000 of any child's EHCP personal budget in order to meet the pupil's needs, as stipulated in their plan, e.g. employing 1:1 support, ensuring appropriate specialist teaching provision is given etc.
- The Head Teacher is responsible for the SEND budget and works in liaison with the SENCO with regard to the provision of need throughout the school

8: Policy review

This policy is reviewed annually.

9: Appendices

- A: Personal 1 Page Profile
- B: School Provision Map
- C: Intervention Group Summary
- D: SEND Support Pathway
- E: Emerging Concern Form
- F: SEND Support Plan
- G: Parent Contribution Form

- H: Stockport SEND Tracker
- I: Individual Provision Map
- J: Individual Transition Plan
- K: Clarification of terms and abbreviations