



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

February 2024

Croft Infant School
Special Educational Needs & Disability Policy

A policy to promote the successful inclusion of pupils with special educational needs and disabilities at Croft Infant School.

Policy Statement

At Croft Infant School we are committed to offering an inclusive curriculum and providing, for each child, the best possible environment for learning regardless of their abilities, aptitudes, interests and behaviour. The school values the abilities and achievements of all its pupils. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability, but this policy covers all these pupils.

Croft Infant School has a whole school approach to the SEND policy and practice. All children with special educational needs are fully integrated into mainstream classes and all aspects of school life. All teachers are teachers of children with special educational needs.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-15 (2014), paragraph 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Children and Families Act 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

A definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area. A child has learning difficulties if:

- He or she has a significantly greater difficulty in learning than the majority of children of the same age.
- He or she has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the local authority. Children are

not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

A definition of Special Education Provision

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Our Aims:

The Governors and staff at Croft Infant School recognise that all children have different profiles of ability, skills and difficulties and our aims are to:

- Foster an inclusive and accepting environment which nurtures the individual child, regardless of their special educational need, enabling them to have full access to the Early Years or National Curriculum.
- Remove barriers to learning and have high expectations in relation to the achievement of pupils with special educational needs.
- Ensure that provision is planned which is appropriate, differentiated and effective in meeting the needs of children with special educational needs.
- Monitor provision for pupils with special educational needs regularly to ensure that it is enabling them to make progress.
- Provide a broad, balanced and creative curriculum which builds on the strengths of children with special educational needs and develop their confidence.
- Work in partnership with pupils with special educational needs, their parents and other agencies.
- Ensure appropriate resources are provided to meet the needs of pupils with SEND.

The specific objectives of the SEND policy are:

- To identify all pupils with special needs and disabilities as early as possible and ensure that their needs are met, by providing a broad, balanced and differentiated curriculum appropriate for their individual needs and abilities.
- To ensure that all children with special needs and disabilities take as full a part as possible in all school activities, enabling them to become confident individuals.
- To be aspirational and ensure that all learners make the best possible progress.
- To ensure that parents are kept fully informed about their child's special needs and about their progress and attainment.
- To ensure that children have opportunities to express their views and are fully involved in decisions which affect their education and special needs provision.
- To promote effective partnerships and involve outside agencies when appropriate.
- To provide support and advice for all staff working with special educational needs children.
- To work within the guidance provided in the SEND Code of Practice 2014.

Identifying Special Educational Needs

There are four broad areas of need identified in the SEND Code of Practice 2014. The purpose of identification is to determine what action school needs to take rather than categorising a pupil. When planning to meet a child's individual SEND needs staff will consider the child as a whole. The four areas of need are:

- Communication and interaction – this refers to children and young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, or others have difficulty in understanding what they are saying **(6.28)** This area also refers to children and young people who do not understand or use social rules of communication. This may include children with ASD, including Asperger's Syndrome and Autism. **(6.29)**
- Cognition and Learning – When children and young people learn at a slower pace than their peers, even with appropriate differentiation, additional support may be required. Learning difficulties may be moderate (MLD) or severe (SLD) and in some cases profound and multiple (PMLD). For moderate and severe learning difficulties, children are likely to require support in all areas of the curriculum and may have associated difficulties with communication and mobility. In cases of PMLD, children will have severe and complex difficulties in addition to physical or sensory impairment. **(6.30)** Specific learning difficulties (SpLD), for example dyslexia, dyscalculia and dyspraxia are included in this category. **(6.31)**
- Social, Emotional and Mental Health difficulties – these may manifest themselves in a number of different ways, including becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. There may be underlying mental health difficulties in many cases. Other disorders in this area may include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. **(6.32)**
- Sensory and/or physical needs – For these children a disability may prevent or hinder them from making use of the facilities generally provided. Children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and equipment to access their learning **(6.34)** Some children with a physical disability (PI) also require additional support and equipment to enable them to access the same curriculum as their peers. **(6.35)**

The school also recognises that pupils may have other needs which may affect their progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. This in turn does not constitute SEND)
- Attendance and punctuality
- English as an additional language (EAL)
- Being in receipt of the pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman
- Health and Welfare
- Behaviour – this may not necessarily describe a special educational need, but may be an underlying response to a need.

Croft Infant School has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying the need at the earliest point and then making effective provision improves long term outcomes for the child or young person.

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (Code of Practice 2014)

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the Class Teacher, working with the SENDCO, will assess whether the child has special educational needs. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil’s response to such support can identify their particular needs. (Code of Practice 2014)

A Graduated Response to SEND Support

At Croft Infant School we believe in early identification to inform us of any learning difficulty. In order to assist teachers in early identification of children with special educational needs we continuously assess and monitor children’s progress against the National Curriculum for children in Key Stage 1 (including the Phonics Screening Check for children in Year 1) and the Foundation Stage Profile for children in Reception. For children in Reception, a baseline assessment is carried out during their first weeks in school, which identifies children in need of support, specifically with their understanding. Every Child a Talker and Every Child a Mover Monitoring tools are used to support early identification of special educational needs. We carry out a physical movement baseline to identify those children in need of physical literacy support.

In Key Stage 1, if teachers feel that children in their class have a specific need they will be identified and a specific 1:1 or small group intervention programme will be initiated in consultation with the SENDCO. Individual or group plans will then be completed.

At Croft Infant School, Teachers provide high quality learning opportunities for all pupils according to their individual level of needs. **(Wave 1 provision)** Teachers will modify and adapt resources, activities and environmental factors to enable all pupils access to the curriculum, whatever the needs of the children may be. Pupils who require further classroom support are given additional small group and sometimes individual interventions or early intervention programmes. If early intervention support does not assist pupils in making expected progress, some pupils may need “additional to or different from” (C of P 2014) learning experiences and these pupils under the Code of Practice, are known as needing **“SEND Support”**. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they receive additional support from teaching assistants or specialist staff.

The head teacher and Senior Management Team regularly and rigorously monitor the quality of teaching for all pupils by undertaking work or planning scrutiny, lesson observations, analysis of data and pupil progress reviews. Where necessary the SENDCO will liaise with outside agencies, such as the School Nurse, Children’s Services, Specialist Teachers for the Physically, Hearing or Visually Impaired, Behaviour Support, Educational

Psychologists or SSEND Services, in order to maintain the appropriate provision for a child with additional educational needs.

The school has a Special Educational Needs register which identifies children with SEND, a provision map for Waves 2-4, which identifies the provision they receive and their outcomes. (See Appendix A)

Managing Pupils' Needs on the Special Educational Needs Register

There is an overarching provision register, which details all children who are receiving SEND support at Waves 2-4 and the interventions being used. This details each child's needs, outcomes and progress. It is reviewed and updated continually by the SENDCO, who reviews the progress of all children on the SEND register with the class teacher on a termly basis, using a range of evidence. Outcomes are shared regularly with Governors.

Those pupils identified with additional special needs will receive support in one or more of the following ways.

- Individually adapted work or a modified work area to support a specific SEND need.
- An Individual Education Plan (IEP) or Group Education Plan (GEP) which will have individual and/or group targets. This is discussed on a termly basis during a meeting with the SENDCO, class teacher, parents and outside agencies where appropriate. Targets are SMART – specific, measurable, achievable, realistic and time scaled. Once agreed a copy of the IEP is given to the parents. Once targets are set, the expectation is that the child will achieve the target by the time it is reviewed.
- A specific intervention programme, for example, ECAT (Every Child a Talker), ECAM (Every Child a Mover) Talk Boost, Nurture Group, Physical Literacy or more specific reading, writing or maths programmes.
- 1:1 or small group teaching assistant support to meet the outcomes identified on an IEP or an Education and Health Care Plan (EHCP) This may also include the support of the Educational Psychologist, Behaviour Support, Physically, Visually or Hearing Impaired teachers or SSEND staff.

There is a core expectation that the class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Derbyshire County Council's Local Offer at <http://www.derbyshireSENDdlocaloffer.org> and in our own SEND Information Report, available on our website [Home | Croft Infant School](#)

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENDCO is responsible for managing this process and also taking into account the school's budget allocation for external support services. At Croft Infant School, we believe that parents and pupils are partners in this process. The SENDCO, on advice of external services, is responsible for sourcing additional funding and support from the Local Authority as appropriate. If appropriate, the SENDCO can apply on behalf of school, for additional funding from the Derbyshire Inclusion fund which gives support for those pupils when their needs are not evident as those complex enough to warrant an Education and Health Care Plan (EHCP) or may not be long term issues. If,

however the child's needs are felt to be complex and long term then the SENDCO will, with support from parents and external agencies, commence the statutory assessment process to apply for an (EHCP).

Criteria for Exiting SEND Support

When a child consistently meets the outcomes set out on their IEP and is "keeping up" not "catching up" with age-appropriate expectations, they will then receive early intervention strategies and their progress will be closely monitored by the class teacher.

Supporting Pupils and Families

The Local Authority Local Offer can be found at <http://derbyshireSENDdlocaloffer.org>. The school's SEND Information Report can be found on our website at [Home | Croft Infant School](#). These reports also detail links with other agencies to support families and pupils. Our website also has sub-pages with information for families & signposting for specific areas of SEND. Our admission arrangements can also be found on our school website.

To ensure children with SEND are able to access assessments the school follows the DfE guidelines and the responsibility for monitoring this belongs to the head teacher.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal transition meetings as appropriate. The nature and number of the transition visits will vary according to the needs of the individual child. The school will use a number of strategies to ensure a smooth transition for children with SEND:

- Liaison by the SENDCO/head teacher/teachers/teaching assistants with provider nurseries and Key Stage two settings prior to a child being admitted or leaving the school to give opportunity for professionals and staff to discuss and exchange information about a child's needs such as particular learning styles and programmes.
- Staff will attend at review meetings for children with SEND prior to their entry to any new setting, including nurseries, pre-school settings, special schools, enhanced resource schools and key stage two schools.
- The head teacher/SENDCO will arrange meetings and visits for parents and the child to schools and settings prior to transfer.
- When appropriate, children will help to make their own information book about their new school/setting prior to transfer. This could include, eg. photographs and personal information as chosen by the child as a 'passport' to their new setting and a reminder of the changes to come.

Supporting Pupils at School with Medical Conditions

At Croft Infant School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs (SEHN) and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs, as well as their special educational provision, as set out in the requirements of the Code of Practice 2014.

The school has a policy in place to support pupils at school with medical conditions, which can be found on our website at [Home | Croft Infant School](#). The policy is written in line with the statutory guidance from the DfE on “Supporting Pupils at School with Medical Conditions” (April 2014)

Monitoring and Evaluation of SENDD

The school has a detailed plan with a full range of monitoring activities so that each child continues to make age appropriate progress. Included in the monitoring plan are pupil progress meetings between the head teacher, SENDCO, Senior Management Team and the class teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those pupils with SEND.

The head teacher regularly reports on children’s progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. In addition, regular reviews of IEPs take place between the SENDCO, class teacher and parents. The school uses a full range of questionnaires and informal opportunities to gather the view of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

Training and Resources

All mainstream schools are provided with resources to support those with additional needs, including with SEND and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (Code of Practice 2014).

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEND. The head teacher, SENDCO and Governing Body have a clear picture of the resources that are available to school. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (Code of Practice 2014)

Additional funding has been allocated for the provision for children who are in Wave 2/3.

- Additional teaching assistant hours for implementing individual or group intervention programmes
- Additional funding for SEND support during the lunch break
- Purchase of additional support programmes such as Talk Boost
- Purchase of particular classroom resources

- Staff training for particular Special Educational Needs such as Speech, Language and Communication difficulties and Autism.

The SENDCO attends regular training, including the Local Authority's SENDCO network meetings, in order to keep up to date with local and national updates. In addition, we have staff trained specifically in the delivery of:

- ECaM (Every Child a Mover)
- ECaT (Every Child a Talker)
- Speech Link
- Talk Boost
- Lego Therapy
- NELI (Nuffield Early Language Intervention)
- Attention Autism
- Nurture
- Positive play
- Precision teaching
- First @ number

All staff receive regular in-house and external training which will improve professional skills and understanding and so improve the quality of provision for children. Training is planned in the School Improvement Plan each year. The staff have developed a wide range of skills, knowledge and experience. Training for all staff is planned as a rolling programme and specific and more specialised training is provided for individual members of staff to help them provide support for children with a particular need. Staff have received training for Autism, Hearing Impairment and feeding children with swallowing and chewing difficulties. Staff have also received training in a range of speech, language and communication programmes and for working with children with visual & physical impairment.

The SENDCO also has strong links with local schools and outside agencies.

Roles and Responsibilities

Provision for pupils with Special Educational Needs and Disabilities is the responsibility of all staff at Croft Infant School. This includes the following roles: -

- SEND Co-ordinator (SENDCO) responsible for the overall provision of SEND provision throughout the school, including monitoring the participation and progress of pupils with SEND and meeting their medical needs. The SENDCO at Croft Infant School currently is Mrs Sally Swain.
- SEND Governor with a responsibility to liaise with the SENDCO and monitor participation and progress of pupils with SEND. The named Governor with responsibility for SEND is Mrs Gemma Slater.
- SEND Teaching Assistants – all our Teaching Assistants are fully trained in implementing a range of intervention programmes. This aspect of their work is overseen by the SENDCO.
- Designated Teacher with Specific Safeguarding Responsibility is Mrs Sally Swain (head teacher) and her Deputies are Helen Godfrey / Katie Daniells / Donna Banyard / Jane Newton. However, all school staff have a responsibility to report any concerns in their absence.

- Designated Teacher for Looked After Children is Mrs Sally Swain.
- Mrs Donna Banyard, along with Mrs Swain, has designated responsibility for overseeing the provision of children eligible for Pupil Premium.

Storing and Managing Information

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

Accessibility

The DDA (Disability Discrimination Act) as amended by the SEND and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has a Disability Equality Policy, which outlines clearly its intentions for accessibility and disability action points. This can be found on our website.

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring:

- All teachers have high expectations for all pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills.
- A sharp assessment of progress in order to determine the most appropriate programme of support.
- Carefully planned provision is in place to meet the needs of the individual.
- Rigorous monitoring of the impact of provision.
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

We work with outside agencies where necessary to resource any extra provision needed for individual children. All children will be encouraged to become involved in extracurricular activities. At Croft Infant School we are committed to being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run after school clubs by external providers who are fully informed about the individual needs of each child so they can take part. Parents who have children with additional needs are able to take part in the planning for trips by liaising with their child's class teacher and SENDCO.

The Governing Body is committed to having a high level of support from Teaching Assistants to ensure children are well catered for at all times in the school day, including lunch times and breaks. The school is on one level, and as such is fully accessible for wheel chairs. Access to the school hall can be gained via a ramp from the playground. There are disabled changing and toilet facilities and a disabled parking bay in the car park. The school has an open-door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

Dealing with Complaints

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher or Head teacher as soon as possible. Written information about a formal complaints procedure is available from the school. Alternatively, our complaints procedure can be accessed via the school website at [Home | Croft Infant School](#)

Bullying

The school is highly inclusive and operates a zero tolerance policy for bullying of any sort. The anti-bullying policy for our school can be found on our website.

Reviewing the Policy

This policy is reviewed annually by the Governing Body.

Policy updated: February 2024

Date of Next Review: February 2025

APPENDIX A

Provision and / or action that is additional to or is different from that available to all children

Wave 2 provision

As graduated response children will usually receive support and intervention at **Wave 2** if, despite receiving high quality differentiated teaching (**Wave 1 provision for all pupils**), they:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

This provision will be recorded in an Individual Education Plan, written by the class teacher but always in consultation with pupils, carers/parents, and the SENDCo. It may also involve consultation and advice from external agencies. The IEP will set targets for the pupil and will detail:

- The short term learning targets
- The teaching strategies to be used
- The provision to be put in place
- The date for review
- Success criteria

The IEP is reviewed a minimum of three times per year and the outcomes are recorded. Children and parents take part in the review process as appropriate and parents are invited to participate in the target setting for a new IEP. Sometimes IEP's will be for a group. It may take the form of withdrawal times, a daily programme, support during normal class activities, supporting home/school work. Children may have alternative or differentiated learning materials.

If despite significant support and intervention at Wave 2 the school has evidence that a child is making insufficient progress, we may seek further advice and support from outside professionals and move a pupil to **Wave 3**.

Wave 3 is characterized by a sustained level of support and where appropriate, the involvement of external agencies. Placement of a pupil at this level will be made by the SENDCO after full consultation with parents at an IEP review undertaken within Wave 2. External support services advise on new targets and provide specialist input to the support process. External support services often require access to pupil records. They may provide further assessments or testing and possibly work directly with a child to assess further. Parental consent will always be sought for specialist intervention and their access to pupil progress records. The actions on the IEP will be implemented by the class teacher, by teaching assistants and the school may request direct intervention/support from a specialist/teacher.

Wave 3 Provision Request for a Statutory Assessment

The school will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention within Wave 3 the child remains a significant cause for concern. The school will have the following information available:

- The actions implemented at Wave 2 and at Wave 3
- The pupil's IEPs
- Records and outcomes of regular reviews
- Information on the pupil's health and relevant medical history
- Achievement levels in the Foundation or Key Stage One curriculum
- Literacy and Numeracy attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists •
The views of parents
- Where possible the views of the child
- Social services reports
- Any other involvement by professionals

An Education Health Care Plan (EHCP) will normally be provided where after a Statutory Assessment, the local authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of the learning objectives for the child, which will be used to develop targets that are:

- Matched to the long-term objectives as appropriate to the individual child
- Established through parental consultation
- Delivered by the class teacher with appropriate additional support in the classroom where specified.

Reviews of EHCP

EHCPs must be reviewed annually. The SENDCO will organise the review meeting and invite:

- Parents/Carers
- The class teacher
- The TLA who supports the child
- The head teacher
- A representative of the LA special needs section, such as the local SEND officer.
- Any other person that the local authority considers appropriate
- Any other person that the head teacher or SENDCO considers appropriate

The purpose of the review is to:

- Assess the child's progress in relation to the EHCP outcomes
- Review the provision in the context of the statutory curriculum and levels of attainment in basic literacy, mathematics and life skills
- Consider the appropriateness of the existing EHCP in relation to the child's progress during the year and decide whether to cease, continue or amend it
- Set new targets for the coming year as appropriate

Within the specified time limit set out in the code, the SENDCO will write the report of the annual review and send it, along with supporting documentation, to the local authority.