



**Netherton Infant & Nursery School Policy
for Special Educational Needs
Amended September 2023**

Special Educational Needs and Disability (SEND) Policy

Introduction

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, equality, accessibility, anti-bullying, medical and curriculum policies.

This policy is intended to reflect the practice and aspirations of the whole school and reinforce its commitment to supporting pupils who have special educational needs. It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Heap – SENDCo. *Please contact the school office if you wish to speak to the SENDCo.*

Headlines from the 2014 Code of Practice (from September 2014)

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from 0-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENDS). All children are closely monitored, and their progress tracked each term. Those at SENDS are additionally tracked by the SENDCo.

There are four broad categories of SEND:

- communication and interaction (including Autism Spectrum Disorder)
- cognition and learning
- social, emotional and mental health difficulties
- physical and/or sensory needs.

Aims and Objectives for the school and Governing Body

Our objective is to work closely with parents/carers and pupils to ensure that we take into account the child's own views and aspirations and the parents'/carers' experience of, and hopes for, their child. Parents/carers are invited to be involved at every stage of planning and reviewing SEND provision for their child so that they achieve their full potential and our approach offers each pupil a clear sense of purpose and an opportunity for success - enabling pupils to gain confidence, interest, and enjoyment in learning activities and develop a sense of personal worth and self-esteem.

Many pupils at some time in their school career will have special educational needs of some kind and we aim to offer a continuum of provision enabling children access to the broad and well-balanced curriculum to which they are entitled. All pupils at Netherton Infant & Nursery School benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. In addition, we implement some focussed interventions to target particular skills and needs.

Definition of Special Educational Needs

The 2014 Code of Practice says 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. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. *(Taken from 2014 SEND Code of Practice: 0 to 25 Years)*.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Fundamental Principles:

- a pupil with special educational needs should have their needs met
- these needs will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- pupils with special educational needs should be offered full access to a broad, balanced and relevant education, including the National Curriculum
- liaison with specialist provision / schools as appropriate

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. All teachers are teachers of pupils with special educational needs. A class teacher has the responsibility for the planning and overseeing of a pupil's learning and progress, even if they have 1:1 support and an EHCP.

The Governing body, in co-operation with the headteacher, determines the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.

The Governing body appoint a committee to take a particular interest in and closely monitor the school's work on behalf of children with SEND including their attainment and progress and through appointing a named, designated Governor for SEND.

The Governing body report to parents annually on the school's policy on SEND. The Governor with special responsibility are **Mrs Julia Stocks**.

The headteacher, **Mrs Barker** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher will keep the Governing body fully informed and also work closely with the school's SEND co-ordinator, **Mrs Heap** (SLT).

All **teaching and non-teaching staff** are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The SENDCo, working closely with the headteacher, senior management and fellow teachers, is closely involved in the strategic development of the SEND policy and provision. The SENDCo has responsibility for day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

The SENDCo liaises with external agencies, advises colleagues, is aware of all children with SENDS (Special Educational Needs Support) and EHCPs, oversees all S.E.N. records, manages Educational Teaching Assistants and co-ordinates their training.

Admission arrangements

All children are admitted to the school in accordance with the school's admissions policy. The priorities for admission are detailed on the school's website. This policy matches the LA inclusive approach to pupils with EHCPs which offers places within the local neighbourhood, mainstream school.

Partnership with Parents

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools LAs and others. This is important in enabling children and young people with SEND to achieve their potential.

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss their child's progress. It should not come as a surprise to a parent/carer to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENDS
- discuss assessments/observations that have been completed

- agree a plan and provision for the next term.
- This is part of the graduated approach cycle of 'Assess, Plan, Do, Review'

(Code of Practice 2014).

- Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.
- Records are kept of these meetings and copies are available to parents.
- Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's EHCP and their progress.

Paperwork for children at SENDS (SEND support)

Following changes (September 2014) to the SEND Code of Practice, this includes pupils who were previously at School Action and School Action Plus.

- Termly, at progress meetings, an Individual Assess Plan Do Review (iAPDR) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Half-termly, at a progress meeting, smaller targets taken directly from the iAPDR are discussed with children and the SENDco. Any impact from an intervention will be recorded on the class provision map and next steps are recorded towards the new targets.
- On tracking records, the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Moving to an EHCP (Education, Health and Care Plan). Following changes (September 2014) to the SEND Code of Practice, this includes pupils who previously had a Statement of Educational Needs.

If a pupil fails to make progress, in spite of high quality, targeted support at SENDS, we may apply for them to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The pupil has a disability which is lifelong and which means that they will always need support to learn effectively
- The pupil's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.
- Vulnerable pupils who may not be SEND but their progress is affected due to their circumstances for e.g. pupils with a disability, Looked After pupils, EAL, Pupil Premium recipients, pupil of serviceman/woman etc.
- If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents/carers, 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.

- Pupils, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a pupil needs an EHC Plan.

Teaching and Learning

We believe that all children learn best from 'Quality First Teaching' with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to 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 pupil to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the pupil's profile of learning in order that we can select the intervention which is best matched to the pupil. Targets for children at SENDS are deliberately challenging in the attempt to close the attainment gap between the pupils and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention - and by the SENDCo who monitors overall progress after the intervention; interventions are planned between four/six week blocks. At the end of each block, pupil's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo, with the class teachers;

- Monitors interventions to identify 'what works'
- Outlines the arrangements for pupils with SEND
- Informs parents when we first identify that their child has SEND
- Involves parents in the school-based response for their child
- Welcomes and encourages parental involvement and participation
- Explains the purpose of any intervention or programme of action
- Acknowledges and draws on parental knowledge and expertise in relation to their child
- Focuses on pupils' strengths as well as areas of additional need
- Recognises parents' concerns, their feelings and worries
- Ensures that parents understand procedures, are aware of how to gain support in preparing their contributions, and are given the documents to be discussed well before meetings
- Refers to outside agencies and professionals when needed using the Single Point Referral or the Specialist Provision Referral
- Facilitates parent to parent support by providing contact details, where pupils are at SENDS and EHCP 'level'

Parental responsibility

See Appendix 1 for a full explanation and definition of parental responsibility.

Other Partnerships

- Netherton Infant & Nursery School is part of the Honley Partnership Additional Needs Partnership and meets regularly with Educational Psychologists and Honley Partnership Schools in the area to improve provision for all children in our schools with SEND.
- Appropriate use is made of the specialist services provided by the L.A. including psychologists, the services for visually impaired, educational social workers, speech therapists, the child guidance team and visiting teachers from Complex Communication & Interaction (CCI) for pupils with specific learning difficulties, SEMH outreach may also be requested if deemed necessary.
- Services are provided by the NHS trust, which includes routine health checks and the school nurse carries out hearing and vision tests.
- Our SENDCo attends the termly SENDco network meetings organised by the L.A.
- Care is taken to ensure that a full transfer of children's records takes place when pupils transfer to or from Netherton Infant & Nursery School. This is done personally by the SENDCo and recorded documentation is kept in the SENDCo files.
- A detailed discussion with the parents of pupils with a EHCPs and with other professionals, including the S.E.N.D. co-ordinator of South Crosland Junior School takes place at a review meeting in year 2 to consider the options for the next stage of education.
- The transitional review meeting takes place before admission to Junior School involving thoughtful discussion with the parents/carers of pupils with EHCPs and other professionals. This meeting will then recommend transfer to the most appropriate school.

Key Transitions

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before starting Netherton Infant & Nursery School, it is strongly advised to take a tour of the school. You can do this by telephoning the school and requesting an appointment to look around. When admission details are collected we ask if your child has any SEND. The Headteacher then passes this information onto the SENDCo who will contact you to arrange a meeting to discuss your child's SEND. We arrange transition days for both children and parent/carers. We will arrange a transition meeting with their current pre-school/nursery to discuss your child. A member of staff may visit their current setting to observe your child.

- We have a transition period where children entering Reception class are invited to spend several half days with their new class and teacher.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.

- If your child would be helped by a book to support them understand moving on then it will be made for them. This may contain pictures of new teachers, the classroom etc.

In Year 2:

- The School SENDCo will meet with the Junior School SENDCo to discuss the specific needs of your child.
- Your child may take part in focused learning about aspects of transition to support their understanding of the changes ahead
- Your child may take part in a transition programme with South Crosland Junior School, where Y2 pupils visit the school to engage in activities together before they start in September.
- Where possible your child will visit their new school on several occasions and in some cases staff from Netherton Infant & Nursery School may visit your child in their current school.
- The Year 2 teachers and Year 3 teachers at South Crosland Juniors meet to have a transfer of information meeting where all of the children are discussed.

If your child is leaving Netherton Infant & Nursery School:

- A transition day may be organised for your child to visit their new school. We will contact the school SENDCO and ensure that they know about any special arrangements or support that needs to be made for your child.

If your child is entering Netherton Infant & Nursery School mid-year:

- A transition plan will be organised for your child to visit their school. We will contact the school SENDCO and ensure that they know about any special arrangements or support that needs to be made for your child.

Pupil Participation

Pupils, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the pupil should be given due weight according to the age, maturity and capability of the child. (See Articles 12 and 13, The United Nations Convention on the Rights of the Child.)

We endeavour to involve pupils in decision-making where possible and help the pupils to understand the agreed outcomes of any intervention, and how they can be partners working towards goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets, would also have greater self-esteem and feel confident.

Pupils discuss targets with their class teachers. They are encouraged to take an active part in trying to meet those targets by being in charge of their own learning.

We involve pupils in the target setting process and encourage them to set targets for themselves. Regular feedback from teachers makes pupils aware of how they can improve their work and achieve their target. Target setting for our pupils means that they have to make decisions about their own learning. This helps pupils learn more effectively by making clear what it is that they need to do next in order to improve.

Pupils are encouraged to support their peers, either informally or through arranged support activities.

Disability

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. (Section 17 (11), Children Act)

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities. (Section 1(1), Disability Discrimination Act 1995)

In accordance with the SEND Code of Practice 2014 and Disability Act of 2001, efforts will be made to ensure that disabled pupils are not treated less favourably, and that reasonable adjustments will be made to avoid substantially disadvantaging disabled pupils.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents and carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 13% of our pupils are either at SENDS (SEND support) or have EHC Plans (Education, Health and Care Plans). This is below the national average but means that all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, during 2023-24, may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- autistic spectrum and communication/language disorders **Cognition and Learning**
- dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay. Social, Emotional and Mental Health
- ADHD, attachment disorders, emotional difficulties, mental health difficulties
- Speech, Language & Communication needs (SLCN)

Physical and sensory

- ~~Hearing impaired~~
- ~~Visual impairment~~
- Cerebral Palsy

Medical Needs

- Allergies
- Asthma
- Epilepsy

Identifying pupils at SENDS (SEND Support)

Pupils with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every pupil is monitored at termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the headteacher/SENDCo and a plan of action is agreed.
- Class teachers are continually aware of pupils' learning. If they observe that a pupil, 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 pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers

Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching and/or parental support. Otherwise, the child may be referred to an outside agency such as SALT and could be placed at SENDS on our SEND register.

SENDCo/class teachers can undertake a range of standardised tests with pupils. They use these assessments to add to and inform understanding and assessments of a pupil. Although the school can identify special educational needs, and make

provision to meet those needs, we do not offer diagnoses. Parents/carers are advised to contact the SENDCo if they think their child may have ASD or ADHD or some other disability.

Adaptations to the curriculum teaching and Learning Environment

Netherton Infant & Nursery School is disability friendly. The school is on one level and is DDA compliant for pupils and parents with physical disabilities; there is a ramp that provides access to the upper level and corridors are wide and we have a disabled toilet. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc, for example using visual timetables and creating a less-stimulating environment with muted colours. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using a multi-sensory approach.

Provision for curriculum access and integration

Differentiation

We seek to provide effective learning opportunities for all pupils in an inclusive way:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Curriculum Access

Specialist facilities:

- all areas around school, are accessible by smooth surface paths (but not the EYFS playground/field areas)
- vision panels in corridor doors and some classroom doors
- light weight, wide corridor doors
- the opportunity to use simple word processing facilities for children who find recording difficult
- a variety of writing implements; portable sloping writing surfaces, laptops
- movement group occurs daily
- forest school sessions weekly
- ELSA sessions

Curriculum materials

- consumable materials
- specialist reading schemes
- carefully graded materials
- SEND Phonics through Little Wandle
- Launchpad to Literacy

Skills teaching

- precision teaching to develop basic reading/numeracy/phonic skills
- Same Day Intervention (SDI) in Little Wandle Phonics
- thinking strategies

Differentiation

- by task
- by outcome
- by teaching approach
- by the provision of adult support
- by the provision of adapted equipment
- by the provision of an iAPDR which may break learning down into suitable steps for an individual pupil, or may aim to modify a pupils behaviour.

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 - are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Identification

Early identification, assessment and provision are vital. A pupil's difficulties, which could be academic, physical, social or emotional, may be noted from:

- National Curriculum assessment levels at key stage 1
 - teacher information and reports from the pupil's previous school
 - whole year group screening with standardised tests
 - concern expressed by the class teacher
 - concern expressed by the pupil's parents/carers
 - information provided by the pupil's parents/carers
 - information provided by health professionals

The difficulties are assessed through:

- observation
- appropriate individual screening and testing
- progress against objectives in the English and mathematics schemes of work
- discussion with all the pupil's teachers
- screening by the school nurse
- discussion with the pupil's parents
- discussion with the pupil
- consideration of the way pupil tackles the existing differentiated curriculum
- Specialist support – Kirklees Outreach

There are two stages within the identification and assessment process:

1. SENDS (Special Educational Needs Support)
2. EHCP (Education, Health and Care Plan)

These stages are viewed as a continuous and systematic cycle of planning, action and review to enable the pupil to learn and progress. Parents/carers are involved and informed at each stage.

SENDS (School Educational Needs Support)

Teachers or all other staff who have concerns about a particular pupil at any point during the year, and feels that the pupil requires help over and above that which is normally available within that subject, are asked and encouraged to discuss and **evidence** these concerns as soon as possible with appropriate staff and SENDCo.

The basic criteria for referral is that the teacher feels that, despite receiving differentiated learning opportunities, the pupil:

- makes little or no progress even when teaching approaches are targeted, particularly at the pupil's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- presents emotional and/or behavioural difficulties which are not improved by the usual behaviour management techniques employed within the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress.

Intervention for School Educational Needs Support

Whenever a pupil is referred in this way the SENDCo records concerns and subsequent action. This should include communication with parents/carers (it is important that this happens at this stage if this has not already taken place), discussion with colleagues, and may have contact with outside professionals (e.g. health or social services), collection of further information, further assessment, monitoring and review and/or the provision of extra support.

Following identification of special needs, the SENDCo and the pupil's teachers decide on the action needed to help the pupil in the light of their earlier assessment. Parents/carers are informed what action is being taken and why it is considered necessary.

Provision Maps/Individual Assess Plan Do Review Plans (iAPDR)

Strategies employed are recorded within an IEP and these include:

- short term targets set for or pupil
- provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the Personal Plan is reviewed)
- teaching strategies to be used

The Provision Map/iAPDR should only record that which is **additional to**, or **different from** the differentiated curriculum plan, which is in place as part of the provision for all pupils.

The Provision Map/IEP should be succinct and focus on **three** or **four** individual targets. These should be chosen to match the pupil's needs from the key areas of:

- communication
- literacy
- mathematics
- behaviour and social skills

Provision Maps/iAPDRs are reviewed regularly, ideally every term and at least twice a year. The Personal Plan should be discussed with the pupil and the parents/carers and be a contract between the school and home – outlining what both parties will do to ensure targets are met.

The class teacher must refer to the Provision Map/ iAPDRs when planning class activities and differentiating for the pupils needs. Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

All documents and records are kept securely in digital files on an encrypted server. Any paper copies of assessments are stored in SENDco files in a locked cupboard.

Despite receiving an individualised programme and or concentrated support, it can be the case that the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below those expected of pupils of a similar age
- continues to have difficulty in developing numeracy and literacy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to staff by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At this stage, the involvement and advice of external support services (e.g. Additional Needs Partnership/LA Schools Psychological Service) is sought, to provide more specialist assessments and give advice on the use of new or specialist strategies or materials.

Consideration is given to a range of different teaching approaches, classroom management techniques, equipment and teaching materials including the use of information technology.

The SENDCo arranges for a iAPDRs to be drawn up, in consultation with teachers, parents, outside specialists, and where appropriate the pupils.

The following information is required for referral:

- Individual Pupil Achievement Record
- Current iAPDRs and at least 2 consecutive reviewed iAPDRs
- Parent's/carer's views
- Pupil's views

Additional Information

- Examples of unaided written work
- Progress chart
- Details of baseline assessment or progress before and after interventions.
- Behaviour log.

EHCPs (Education, Health and Care Plan)

Where pupils show significant cause for concern, and have failed to respond to previous intervention at the SENDS stage, over a reasonable period of time (e.g. at least two terms), a decision must be made, in consultation with school, parents and any external agencies or any involved, to consider whether to ask the LA to initiate a statutory assessment for an EHCP.

The school will state the reasons for making the request and submit the following evidence:

- The views of parents recorded at SENDS
- The views of the child
- Copies of iAPDRs at SENDS
- Evidence of progress, or lack of progress, over time
- Copies of advice, where appropriate, by health and social services
- Evidence of the involvement and views of specialists e.g. educational psychologist.

Once all the advice requested for the statutory assessment has been received, the LA must decide whether to draw up an EHCP.

The LA then informs schools of annual review dates, to evaluate the effectiveness and efficiency of the EHCP provision.

Equal Opportunities

The school is committed to achieving excellence in terms of care and opportunity for all pupils, irrespective of ability, gender, race, class or culture. We seek to ensure that all pupils will work to improve their level of achievement. The school seeks to maintain a strong tradition of high standards and expectations both academically and socially.

Monitoring, Evaluation and Review

Monitoring and evaluation of the policy will be carried out by the Head Teacher and SENDCo in conjunction with all classroom-based staff and the results reported to the Governing Body. The effectiveness and efficiency of the policy will be discussed as part of the development planning process.

The policy will achieve its aims if:

- all special educational needs are identified and addressed promptly by the appropriate staged process
- pupils are only exempted from the National Curriculum in exceptional circumstances
- parents have confidence in the school's procedures and express satisfaction with the outcome for their children
- pupils are involved and their views are sought
- all staff are fully committed to the school policy

Pupil progress is judged by:

1. the length of time pupils spend on graduated response levels
2. individual improvements in standardised test scores
3. reduction in the need for differentiated work
4. development of independent learning skills
5. progression through curriculum materials
6. confidence levels and self-esteem
7. appropriate behaviour and attitudes
8. teacher judgement of attainment

This policy will be reviewed in September 2024.

For further information about SENDS at Netherton Infant & Nursery School and related policies, please see the website SEND section.

Complaints

Complaints about the provision for pupils with special educational needs will be swiftly addressed by either the SENDCo or the Headteacher.

Appendices

Parental Responsibility

The Children's Act rests on the belief that children are generally best looked after within the family with both parents playing a full part without resort to legal proceedings.

A parent includes any person who has parental responsibility for a child and who has care of that child.

The Act introduces a new concept of parental responsibility which is defined as "all rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property" The emphasis on responsibility reflects present day thinking that parental power to control a child exists not for the benefit of the parent but for the benefit of the child.

People Who Have Parental Responsibility

Both married parents or an unmarried mother automatically have parental responsibility and continue to have it even if they separate or divorce. They can only have their parental responsibility extinguished by an adoption order. When there is a family breakdown, intervention by the court should not be regarded as reducing the duty on both parents to continue to play a full part in the child's upbringing. Other people, including unmarried fathers, step-parents,

relatives, cohabitees and foster parents may acquire parental responsibility. In particular, the Act makes it easier for an unmarried father to obtain parental responsibility.

Implications for school

The new concept of parental responsibility in the Act will have practical and organisational implications for school

- Admission registers will need to be amended in order to ensure that an up- to-date record is kept of all the people who may be defined as a "parent" for each pupil.
- All those with parental responsibility must be treated equally by the school and LA staff.
- All those who may be defined as a "Parent" are entitled to participate in Special Educational Needs (SEND) assessments.