

# TWERTON INFANT SCHOOL & NURSERY



*Excel at Twerton  
- the school that cares*

## Special Educational Needs Policy

**Date Adopted:** September 2022

**Next Review:** September 2023

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<b>Inclusion Leader</b>	<b>Hala Langan</b>
<b>SEN Governor</b>	
<b>Medical Conditions Lead</b>	<b>Hala Langan</b>
<b>Looked After Children Lead</b>	<b>Hala Langan</b>
<b>Safeguarding Officer</b>	<b>George Samios</b>
<b>Deputy Safeguarding Officer</b>	<b>Kath Patterson/Hala Langan</b>

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding and Child Protection Policy
- Supporting Children with Medical Conditions Policy
- Teachers' Standards 2012

### Rationale

Twerton Infant School and Nursery is committed to the inclusion of children with Special Educational Needs (SEN). We believe that all children should be equally valued in school and we are constantly striving to ensure that all of our children reach their full potential. We pride ourselves on creating a caring and safe environment where all children can thrive. We treat each child as an individual and take into account their different needs and backgrounds.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that all children are special and that meeting a child's needs is a shared responsibility. We value and endeavor to constantly promote the role of parents/carers as partners in ensuring their children make optimum progress.

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### Purpose and Aims

To achieve the principles outlined in the SEND Code of Practice, Twerton Infant and Nursery School aims to:

1. Acknowledge that all teachers are the teachers of children with SEND and that quality first teaching is the first step in responding to pupils who have or may have Special Educational Needs or Disability.
2. Ensure that a graduated approach of assess-plan-do-review is embedded throughout our approach.
3. Foster an inclusive climate which accepts and nurtures the individual child, irrespective of the nature of their special educational needs.
4. Remove barriers to learning and raise expectations and achievement of pupils with special educational needs.
5. Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs.
6. Monitor individuals to ensure that they receive provision that is appropriate to their needs and that they are making good or better progress.
7. Build confidence in all pupils with special educational needs by making the curriculum enjoyable and building on their strengths.
8. Work in partnership and collaboratively with parents, child and appropriate agencies.
9. To adopt positive and consistent strategies to help children with social, mental and emotional difficulties.
10. Fully integrate children with Special Educational Needs and Disability, giving them full access to the Early Years Outcomes and the National Curriculum.
11. To provide effective and appropriate training for all staff.

### Arrangements for Co-ordinating Provision

The Inclusion Leader and Special Educational Needs Co-ordinator (SENCo) is **Hala Langan**.

The SEN Governor is -

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The key responsibilities of the SENCo as stated in the Special Educational Needs Code of Practice are as follows:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the response to children's special educational needs;
- supports and advises colleagues;
- oversees the records of all children with SEN;
- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the SEND provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND;
- contributes to the professional development of all staff.

### The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

### Identification, Assessment and Provision

We follow the revised Code of Practice 2014.

Areas of Special Educational Needs are: -

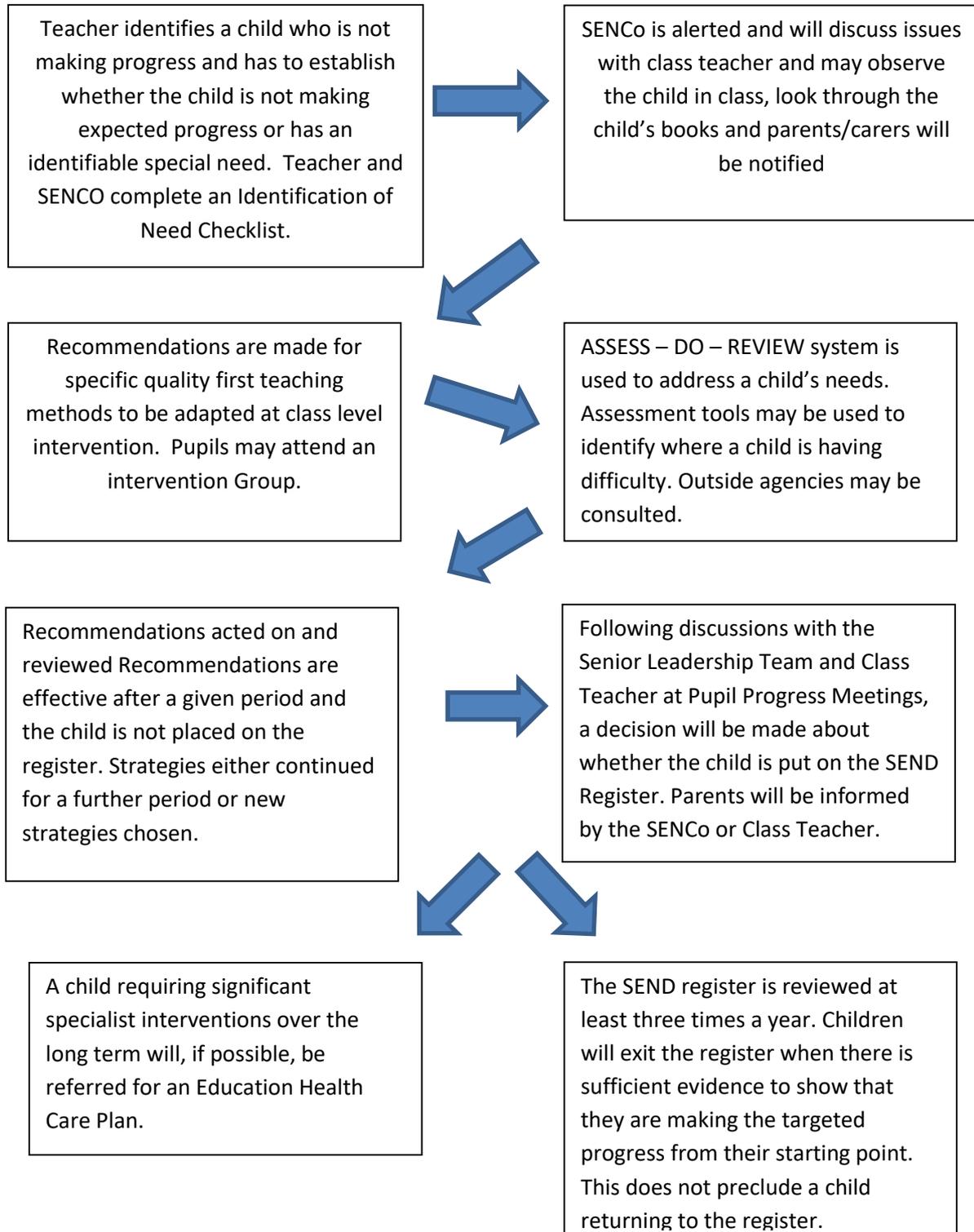
- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Social, emotional and mental health difficulties.

The school will provide the means by which all teachers and support staff are able to assist all children to achieve expected levels of progress from their starting point. A child's needs will be identified through systematic assessment and diagnosis. **A graduated approach** to interventions will be followed to enable children to achieve clearly targeted outcomes where it is decided that they require additional support.

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### Graduated Approach



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### **Assess – Plan – Do - Review**

- In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. This is supported by use of the Identification of Needs Checklist.
- A clear understanding of a child's needs aids planning effective teaching, determining appropriate provision, informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.
- Regular pupil progress meetings will be used to help identify pupils who are underachieving.
- Further assessment may indicate the cause of their difficulties and suggest what might need to be done to enable them to get back on track.
- When a pupil may have SEN and is not making expected progress despite high quality, suitably differentiated teaching, as the SEND Code of Practice suggests, teachers will draw on:
  - Teacher assessment and knowledge of the pupil.
  - Data on the pupil's progress, attainment, well-being and engagement levels.
  - The individual's development in comparison with their peers.
  - The views and experience of parents.
  - The pupil's own views.
  - Advice from external support services.
  - Use a record of key concerns, where teachers who have identified a pupil as not making adequate progress, despite high-quality teaching targeted at their areas of weakness, can record their concerns, observations and any individualised assessments that may have been made.

### **Access to the Curriculum and Resources**

We ensure that children with SEND have access to the curriculum and are fully integrated into the life of the school. Strategies such as flexible groupings of children, adapting timetables where appropriate, and the sharing of resources and expertise where beneficial will be employed. Where appropriate and possible, teachers are flexible about organising and managing teaching groups to increase the support available to children with SEND.

Differentiated learning resources are provided as necessary. Classrooms are organised to ensure access to resources is appropriate to all the children's needs. Keyworkers and Learning Support Assistants are provided to support children, and individual teachers undertake to deploy any such assistance in the most beneficial way.

### **Parents/Carers in Partnership**

The School firmly believes in developing a strong partnership with parents/ carers and that this will enable children and young people with SEND to achieve their potential. The School recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

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The school has a clear **Local Offer** outlining the support which is available within the school. The offer sets out the range of support available to families. This is set out very comprehensively and should be read in conjunction with this policy.

The Local Authority has a Local Offer which sets out support available for support facilities which are available but external to the school

[http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Schools-and-Learning/SupportforParentsCarersEducational/ParentPartnershipService/the\\_local\\_offer\\_w.pdf](http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Schools-and-Learning/SupportforParentsCarersEducational/ParentPartnershipService/the_local_offer_w.pdf)

### **Pupil Participation**

The school recognises that children with SEND have a right to be involved in exercising choices and making decisions. The school highly values the views of children with special educational needs and encourages them to feel confident that they will be listened to. One Page Profiles will be used to, wherever possible, capture the child's voice. Children will be invited to take part in their EHCP reviews either by attending the meeting, completing a 'My Contribution to my Annual Review' sheet or by providing a video to be shown at the meeting.

### **Liaison with Other Schools and Agencies**

At Foundation Stage home visits are used as a way of building relationships and information gathering about a child's needs. Transition visits are made to Pre-schools and Nurseries for children coming in to the Reception year.

Children's records from Key Stage 1 will be passed on to the Key Stage 2 school. Children will make visits to their KS2 school and will be supported by teachers, TAs and the SENCo to make their transition as smooth as possible and to ensure that the school is fully informed of the child's needs. In cases where a child has an Educational Health Care Plan (EHCP), the SENCo of the Key Stage 2 school will be invited to attend the child's final annual review meeting. Information sharing meetings between Junior SENCo and Year 3 staff are held to support the transition of all children.

External support services are used, whenever thought appropriate, to help meet the needs of children with SEND.

The school uses its budget effectively to purchase external support in specialist areas such as Speech and Language; Behaviour Support to ensure the most appropriate support is offered to children with SEND.

### **Training**

All staff are entitled to training and support for all children with identified special educational needs within their care. All staff are encouraged to maintain and develop the quality of teaching and provision to respond to the strengths and needs of their pupils. The school is able to identify emerging needs in line with the profile of children with SEND

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including the arrival of a child with a condition which is unfamiliar within the school, for example, the need for staff to be trained in Makaton where appropriate. There is an Induction programme for all staff joining the school and SEND is a key element of this programme to ensure familiarity with practice and procedures. The school's Inclusion Leader/SENCo attends the Local Authority SENCo cluster meetings within Bath and North East Somerset (B&NES) and is updated with local and national developments. Regular staff meeting time is allocated to the discussion and development of SEN within the school with appropriate in-service training for teachers and support staff. A newsletter – 'Inclusion Matters' is produced termly by the Inclusion Leader/SENCo to complement training.

### Monitoring and Evaluation of SEND

Alongside teacher assessments, additional testing of children may take place to highlight areas of need and to mark small steps of progress. This is supplemented by three sets of parents' evenings each year. The school has a designated SEND Governor, who works with the SENCo on a regular basis to monitor and evaluate provision and procedures. Reports on pupil progress are made to the Standards and Outcomes Committee (SOC) four times a year. There are robust systems for checking progress to targets, analysing the effectiveness of provision and resources and planning further developments. A SEND Annual Report will be produced in line with the Code of Practice.

### Admission Arrangements

Admission arrangements are the same for all children regardless of SEND. However, it is obviously important for parents/carers to fully inform the school of any identified SEND at the earliest opportunity. See Admissions Policy.

We liaise with Health Visitors and key staff at nurseries and pre-schools regarding children arriving at school with known SEND. This ensures that we are in the best position to meet their needs.

### Review and Evaluation of Policy

Copies of the SEND Policy are available from the School Office and can be viewed on the school web page

The SEND Governor and SENCo will communicate every term.

The SENCo and SEN Governor will review the policy yearly.

Review date: September 2023