

At Common Road Infant and Nursery School we put our children at the centre of everything we do.

Our Mission Statement

The staff and governors at Common Road are:

'Committed to developing high standards and achievement in a safe, caring environment where everyone is valued'

At Common Road, we aim to:

- Create a positive ethos that equally values staff, pupils, parents, carers and governors.
- Ensure that the curriculum is appropriate and matched to developmental levels and needs of individual children.
- Provide an education for all children that is exciting, stimulating, encourages individuality and builds confidence.
- Encourage and develop high expectations from children, staff, carers and parents.
- Provide a balanced and broadly based curriculum using the best resources available.
- Develop a partnership with parents and carers and involve them in the learning process.
- Forge and establish links with the community.

Introduction

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

DEFINITION OF SPECIAL EDUCATION NEEDS WITHIN THE Special educational needs and disability code of practice: 0 to 25 years 2014

Special Educational Needs

A child has special educational needs if:

- They have a learning difficulty or disability, which calls for special educational provision to be made for him or her.
- They have a significantly greater difficulty in learning than the majority of others of 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. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained

nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition as described 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).

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:

- a) For children of two or over, educational provision, which 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.
- b) In relation to any child under that age, educational provision of any kind.

A disability is defined within the Equalities Act 2010 as:

'A physical or mental impairment, which has a substantial and **long term** adverse effect on a person's ability to perform normal day-to-day activities.'

Types of Special Educational Need

The main areas of difficulty or need are set out in the SEN Code of Practice 2014.

Each child is unique their individual needs and requirements may fall into more than one area.

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Behaviour, Emotional and Social Development Difficulties

Children may be withdrawn or isolated, disruptive, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and /or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Register

Children experiencing difficulties in any one or a combination of these areas may be entered on either the schools Medical Register or SEN Register or both.

The school will have regard to the **Special Educational Needs Code of Practice** and will meet with parents to discuss SEN provision and will seek permission before putting a child on the register.

Identification of Special Educational Needs

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision improves long term outcomes for children.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and home visits if applicable.

Class teachers supported by the senior leadership team make regular assessments of all pupils. Through half-termly pupil progress meetings pupils who are not making the expected progress are identified and discussed.

All staff are aware of, and follow, the early identification flow chart, see Appendix 1.

SEND support

If a child is on the SEN register, they will have a One Page Profile (see Appendix 2). This is completed with the class teacher, parents and pupil and is overseen by the SENCO. One Page Profiles are reviewed at least termly. The outcomes on the OPP's should be SMART (specific, measurable, attainable, realistic and achievable)

If, despite receiving an individualised programme of support, a child makes limited progress with their outcomes then guidance will be sought from other professionals; Learning Support Service (LSS), Educational Psychology Service (EPS), Speech and Language Therapy (SALT), Communication and Interaction Team (CIAT), Social, Emotional, Mental Health Team (SEMHT), Child and Mental Health Service (CAMHS). Parental permission will be sought to discuss a child with a professional.

If a child is not making progress towards their short-term outcomes then a My Support Plan will be started. This document is completed with SENCO, class teacher, parents and pupils and any other professionals involved with the child. The information on the plan is added to and reviewed at each meeting, often termly.

After reviewing the My Support Plan with all involved it may be considered that the special educational needs provision cannot reasonably be provided from within the resources normally available to mainstream providers and that a statutory assessment is requested. If accepted then an Educational and Health Care Plan would be provided. However, statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school can meet the child's needs within available resources.

For a child who has a Statement of Special Educational Needs (EHCP) the LA has a statutory duty to formally review the statement at least annually with the parents, the pupils and other agencies involved. The EHCP review meeting will be organised by the SENDCO. The school and professionals will consider whether any amendments need to be made and will report on achievements and the views of the parents.

Leadership and Management

The role of the SENDCO

The SEND co-ordinator Miss K Atkinson will

- Oversee the school's SEN policy and it's daily implementation
- Co-ordinate provision for SEN children
- Liaise and advise teaching staff and TA's
- Oversee the records of all SEND children
- Liaise with parents of SEND children
- Liaise with external agencies and professionals
- Contribute to the in service training of staff

The Governing Body

In consultation with the Head Teacher, the Governors determine the school's policy and provision for special educational needs and establish appropriate staffing and funding arrangements. The SEND Governor, Mrs S White, oversees policy and provision.

The Head teacher

The Head Teacher, Mrs D Edwards, is responsible for the day-to-day management of all aspects of the school's work including provision for special educational needs. The Head teacher and SENDCO keep the Governing Body informed of all developments with regard to SEND.

Policies

Further policies relevant to SEND

Equality and Diversity Policy

Health and Safety Policy

Managing Medicines Policy

Behaviour Policy

Admissions Policy

Complaints Procedure

Accessibility Plan

SEN Information Report

K. Atkinson

SENDCO

Date September 2019

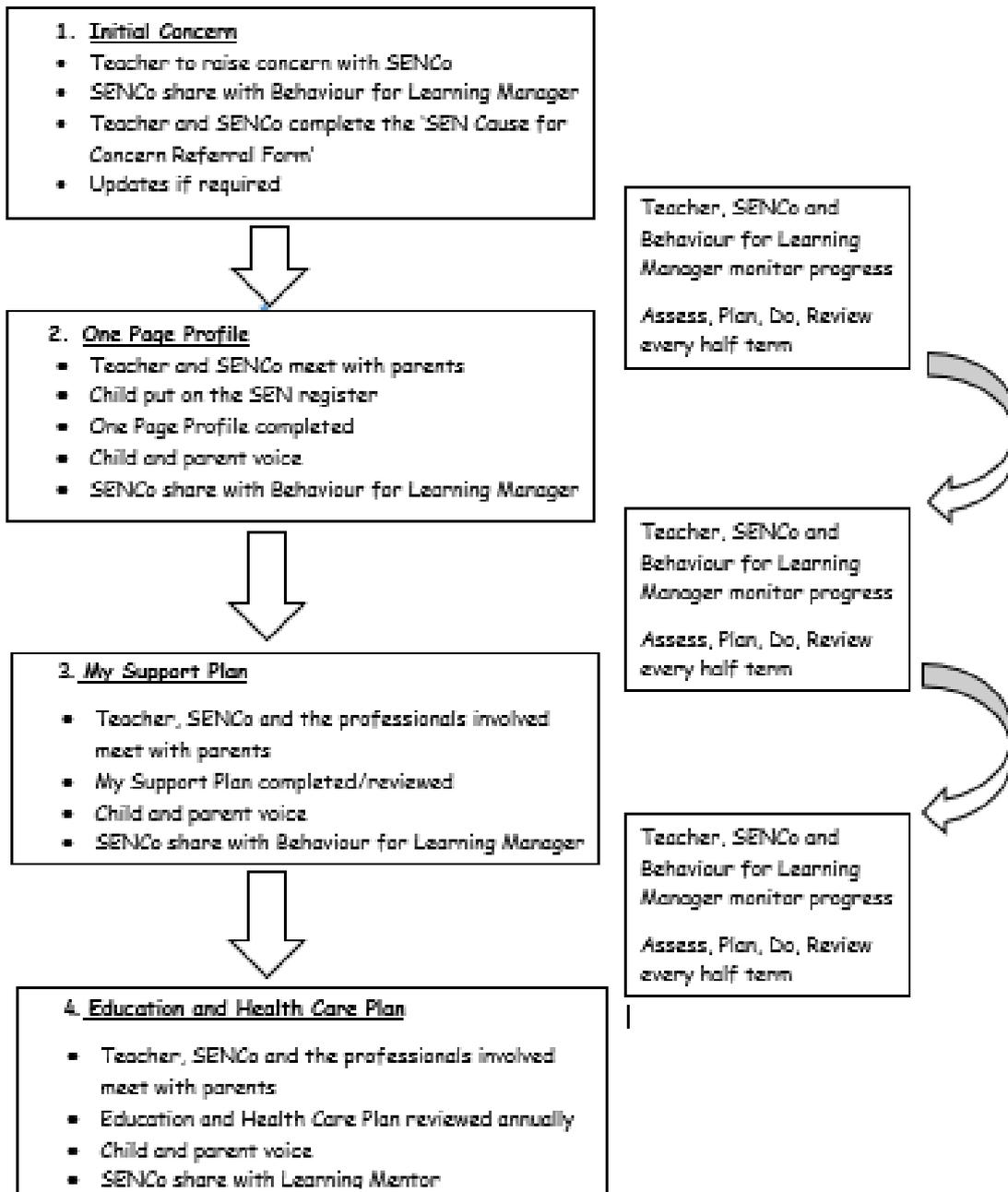
Updated June 2020

Governors reviewed July 2020

Updated September 2021



SEN Identification



Appendix 2



One Page Profile X: Child Name (DOB)

Completed by: XXXXXXXX Date: XXXX To be shared with all adults involved with XXXX

XXX is good at:	Progress towards meeting short term outcomes:
XXX needs help with:	Short term outcomes:
We will review XXX One Page Profile on:	We will support XXX to achieve their outcomes by:
Signed:	School:
	Parents:
	Support services:

Appendix 3

