



Kingsway Infant School

Inclusion and Special Educational Needs and Disability Policy

May 2024

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following documents.

- Equality Act 2010 advice for school DFE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on supporting pupils at school with Medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)

The Special Educational Needs Coordinator (SENCo) for Kingsway Infant School is: Donna Byrne. She can be contacted via admin@kingsway.herts.sch.uk or the school office to discuss any concerns or arrange an appointment. Telephone: 01923 675005

The Governing Body of Kingsway Infant School will review this policy in line with any further guidance from Hertfordshire Children's Services. This policy should be read alongside the Safeguarding Policy.

Educational Inclusion

At Kingsway Infant School, our children are at the centre of everything we do. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. At Kingsway Infants, we make the most of opportunities through nurturing confidence, embracing challenges, developing skills and achieving high standards. We believe that diversity is a strength, and should be celebrated and respected by all those who learn, teach and visit here.

At Kingsway Infant School 'Inclusion and Equality' is an integral part of our whole school ethos. We fully implement Assess, Plan, Do, and Review cycles on a regular basis to ensure we are intervening and responding to individual needs promptly to meet need.

We aim to identify individual needs as early as possible when a child enters the school and to provide teaching and learning contexts that enable every child to succeed. We recognise that children learn at different rates and that there are many factors which may contribute to a child's achievement. These may include age and maturity, previous experiences, emotional state, varied conditions and natural abilities. Many children at some time in their school career may experience difficulties, which affect their learning; these difficulties may be long or short term.

Through the delivery of our curriculum, school vision and values, we will prepare our pupils for participation in a richly diverse society. We promote equality of opportunity and good race relations, and aim to eliminate any form of discrimination and prejudice against children, parents/carers, staff, visitors and the wider community served by the school.

We aim to ensure:

- Kingsway Infant School is an inclusive environment for all children.
- All children have a right to an education that helps them develop their full potential and their skills to be a fully integrated member of the community.
- All children have individual needs and teachers have a responsibility to respond to the individual needs of children they teach.
- All children are capable of learning, making progress and feeling safe.
- All children have different strengths, attributes and different preferred learning styles, and teaching should take account of these.
- Children, parents and carers are treated fairly with respect to important educational decisions that affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DfE, Ofsted and Children and Young People guidance.

At Kingsway Infant School we will:

- Enable all children to have access to the National Curriculum and Early Years Foundation Stage and access learning in a meaningful way.
- Enable all pupils to experience success.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Promote individual confidence and success leading to positive attitudes to learning.
- Identify support for ALL pupils and those with Special Educational Needs and Disabilities (SEND) as soon as possible, providing them with a broad and balanced curriculum, ensuring that all learning is differentiated and relevant to their specific learning needs.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure parents/carers are fully involved in all aspects of their child's development and involved in all decision making regarding next steps and identifying outcomes.
- Ensure that parents/carers receive regular updates in relation to their child's achievements.
- Ensure that all staff work collaboratively with parents/carers, other professionals and support services to share good practice.

- Where possible to make sure SEND pupils have equal opportunities to take part in all aspects of the schools' provision.
- Ensure all pupils know they have a voice, to be able to express their opinion and to know this is taken into account on matters that may affect them.
- Identify pupils with SEND, to assess, record and regularly review pupil's progress and needs.
- Implement suitable interventions and support identified needs.
- Closely monitor interventions and help/support to reinforce the learning.
- To ensure that all responsibilities held by staff and Governors for SEND are fully implemented and maintained across the school.

Admission Arrangements

Admission arrangements follow agreed Hertfordshire guidelines. The Governing Body believes that the admission criteria should not discriminate against pupils with SEND. All pupils with additional needs must be treated as fairly as all other children.

Accessibility

Please see the Accessibility Plan.

Definition of Special Educational Needs

The Children and Families Act 2014 Section 20 defines when a child or young person has SEND; this is when they have either a learning difficulty or disability and they require special educational provision to be made for them. Special educational provision is defined as any education or training provision that is additional to or different from that generally made for others of the same age in mainstream school or post 16 institutions in England.

A child has learning difficulties if he or she:

- Has significantly greater difficulty in learning than the majority of the children the same age.
- Has a disability that prevents or hinders them from making use of educational facilities of a kind provided for other children of the same age in other schools within the area of the Local Authority (LA).

Special Educational provision means:

- For a child over two, educational provision, which is additional to, or different from, the educational provision generally for children of the same age in maintained schools.

Children must not be regarded as having learning difficulties solely because their language or form of home language is different from that in which they are taught. Teachers will follow their progress across the curriculum to ascertain any difficulties that

arise from uncertain command of English or from SEND. Interpreters can be requested for parents' evening or parental/carer support if required.

Early Identification

Early identification of pupils with SEND is a priority. Pupils can be identified as having SEND in a number of ways:

- Through a referral from GP, Health Visitor, Paediatrician, Speech and Language Therapy Service, the Educational Psychology Service or other specialist advisors.
- Through Health assessments carried out by the school nurse
- By class teachers and other school staff who identify pupils who are not making progress in learning.
- By parents, carers raising a concern with teaching staff at the school.
- By the child making adults aware that they are experiencing difficulties.

Teachers and other professionals may use the following alongside a range of assessment tools to identify gaps and individual needs in learning and track progress.

- Use of on-going evidence obtained through teacher observation/assessment.
- Pre-school/ and adjacent key stage transition meetings.
- Nursery/Reception Baseline assessment.
- Development matters in EYFS and use of the Individual Assessment of Early Learning and Development (IAELD).
- Pupil's performance in Key Stage 1 (KS1) using National Curriculum (NC) assessment criteria against Age Related Expectations (ARE) including the Pre Key Stage standards descriptors.
- Pupil progress meetings are held every term with class teachers and senior leaders to identify if there are needs within classes for SEN Support and provision mapping for individual needs.

If you have any concerns about your child or child's progress, please speak to the class teacher who will arrange an appropriate time to discuss your concerns.

The four broad areas of need and support defined in the SEND code of Practice (January 2015) are:

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

Supporting Pupils with Medical Conditions

The school recognises that pupils at the school with medical conditions should be fully supported and able to access their education including trips, and physical education.

Some pupils with medical conditions may have a disability and in this instance, the school will comply the Equality Act 2010.

Some pupils may have SEND and an EHC plan that combines social care and health needs as well as educational provision. In this instance guidelines within the SEND Code of Practice (January 2015) are followed.

The school adheres to the statutory guidance “Supporting Pupils at School with Medical Conditions” (December 2015) and all medication is kept in a secure place. If your child has a medical condition an individual care plan will be written together with you to ensure that the school has a full understanding of your child’s needs and they are planned for. All staff will be made aware of children’s needs that will inform their provision.

SEND Provision

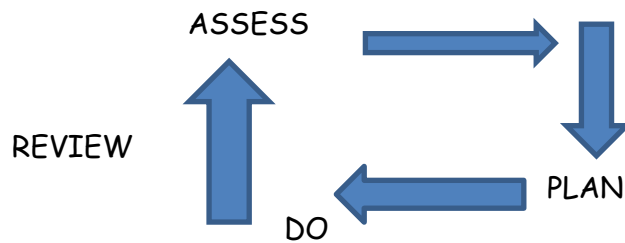
On entry to school each child’s attainment will be assessed based on information received from parents/carers and/or the pre-school/nursery setting or the child’s previous school (where relevant). This will help inform the school to plan any appropriate differentiated programmes that may be required in order to support pupils to access the curriculum effectively.

For pupils with SEND the Inco/class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for additional support within the class.
- Assess the learning difficulties.
- Use on-going observation and assessment.
- Provide regular feedback on achievements/experiences for planning next steps in learning.
- Involve parents/carers in a respectful and collaborative way
- Discuss and refer to any external professional agencies for further support, if required with the agreement of parents /carers.

A Graduated Response to SEND

Identification, assessment and provision of support are key factors in successful outcomes for pupils with SEND. If a pupil is identified as having SEND, then planning, support and provision will follow using a Graduated Response. Provision and intervention are reviewed with the Inclusion Coordinator, class teachers, support staff and parents/carers half-termly. Appropriate action is then taken in order to support hurdles to learning and provide effective and well-supported provision to meet Special Educational Needs and Disability. The SEND support cycle provides Personal Support Plans (PSP’s) and class provision maps that follow the four-part cycle of Assess, Plan, Do, Review process.



The process allows for continual reflection and implementation of well-planned, effective support to meet a pupil's needs with successful outcomes.

English as an Additional Language

Teachers will carefully track and monitor a pupil's progress across the curriculum to ascertain whether any signs arise from difficulties within the command or use of English or whether difficulties are from a special educational need in a specific area.

Monitoring Pupils Progress

A pupils' progress is reviewed regularly at pupil progress meetings each half term by class teachers, support staff and senior leaders. A discussion in relation to progress in learning and attainment takes place in order to form the planning and provision made for individuals or groups of pupils. Progress is a crucial factor in determining the need for additional support. Adequate progress can be that which:

- narrows the attainment gap between pupil and their peers;
- prevents the attainment gap from widening;
- shows an improvement in self-help and personal or social skills and
- shows improvements in a pupil's behaviour.

Where a teacher decides that a pupils learning or behaviour is a cause for concern, the Inclusion Coordinator will be informed. The Inclusion Coordinator will discuss with the class teacher and review strategies and interventions. Following these discussions, a support plan, intervention or differentiated learning plan may be implemented. Where additional support to that of the overall class provision is required, it may be the case that the school are required to seek the advice of outside agencies with parents/carers permission.

Quality First Teaching – (Universal Support)

Quality First teaching is an expectation within all classes. Teachers will make provision within their planning and lessons to differentiate where necessary in order to ensure pupils are making good progress. The Inclusion Coordinator will work closely with the class teacher, Head teacher and support staff to decide what help may be required to support pupil progress. Based on previous assessments the actions might be to:

- Teach using alternative learning materials such as manipulatives
- Deployment of an additional staff member to support the child.
- Individual/group support in Maths/English.
- Devising a particular intervention and monitoring their effectiveness and impact on pupil progress using graduated approach.

SEN Support – Targeted Support

SEN support is characterised by interventions additional to Quality First Teaching. Reasonable adjustments are made and further targeted support and interventions will be implemented to address any ongoing concerns or gaps in learning if a pupil:

- Makes little or no progress
- Demonstrates difficulty in developing skills in core subjects such as English and Maths
- Presents with persistent emotional/behavioural difficulties, and is not responding to the usual behaviour management strategies within reasonable adjustments.

Specialist and Targeted Intervention

Specialist and Targeted Intervention may be necessary for some pupils who:

- Continue to make little or no progress in specific areas over a long period.
- Continue to work below age related expectations over a length of time or considerably lower than expected for a child of a similar age.
- Continue to present with ongoing difficulties in developing literacy/numeracy skills.
- Have a behavioural difficulty that often substantially impedes own learning or that of others and continues despite having an individualised behaviour management programme.
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

The decision to implement targeted and specialist support will be made in full consultation with parents/carers.

Roles and Responsibilities

To be able to ensure that all children with SEND receive the correct provision is the responsibility of the whole school. It is the teacher's responsibility to be aware of the pupils needs and to provide for these pupils effectively within their class. All staff are responsible for helping to meet an individual's special needs and for following the school's procedures for identifying, assessing and making provision to meet these needs.

SEND Register

The SENCo and Head Teacher maintain the SEND register, which is a list of all pupils placed within the following categories:

- Pupils in receipt of any intervention that is a specific or targeted intervention.
- SEN Support
- Pupils with an Education Health and Care plan.

The SEND register is updated termly following class teacher's reviews and pupil progress meetings.

The Role of the Head teacher

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Informing the Governing Body about SEND issues.
- Working closely with the SENCo and all other relevant members of staff.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and shared with Governors.

The Role of School Governors:

- Special provision is made for any pupil with SEND.
- Teachers are aware of the importance of identifying and providing for pupils with SEND.
- All Governors are fully involved in developing and monitoring the school's policy and can report on this to parents/carers.
- SEND provision is an integral part of the School Improvement Plan (sometimes known as the School Development Plan).
- All Governors are up to date and knowledgeable about the school's SEND provision and any issues arising.
- The quality of SEND provision is regularly monitored.
- They have regard to the requirements of the SEND Code of Practice (2014).
- There is a named SEND Governor, who meets regularly with the Inclusion Coordinator.
- Governors are involved in the whole school process in the development and monitoring of this policy.

The Role of the Special Educational Needs Coordinator (SENCo)

- To support staff and parents/carers in the early identification, planning and reviewing of child's needs with SEND.
- To ensure that there is a consistent approach to SEND, all classes are inclusive, and that all teachers are aware of the expectations within the Code of Practice for pupils with SEND.
- Maintaining and monitoring the SEND register and records and ensuring they are up to date.
- Co-ordinating provision for pupils with SEND and closely monitoring provision ensuring regular reviews and next steps are set with realistic goals and expectations.

- Working closely in liaison with class teachers, using data analysis set up appropriate interventions to accelerate progress and meet individual needs.
- To liaise with class teachers to plan strategies of support and personal support plans using a graduated response and approach.
- Work closely with teachers; carry out detailed observations of pupils with specific learning difficulties, ensuring that the use of any external professionals advice is being consistently implemented when there is a need. Ensuring relevant information about the child is up to date and accurately recorded.
- Manage, develop resources for SEND and monitor the budget for SEND.
- Liaise closely with parents/carers of pupils with SEND to ensure that they are aware of strategies and provision in place and are involved in the process.
- Ensure parents/carers are aware of any changes to legislation within the SEND Code of Practice.
- Keep own practice up to date with current developments through attending training and courses at a local and national level. To disseminate information to other staff members through inset and in-house staff training/meetings.
- Support class teachers and support staff who support pupils with SEND.
- To support and organise training for support staff and midday supervisors in supporting children with SEND.
- To participate in Local Authority (LA) SEND moderation and district panels for Local High Needs Funding.
- To support all staff in their knowledge of SEND and ensure they have a good level of understanding of specific learning difficulties.
- Provide in-class support where necessary,

Class Teachers are responsible for:

- Developing a classroom environment that promotes inclusive practice, which encourages and supports all children to access the curriculum.
- Devise and implement personal support plans using graduated responses on a half termly basis, using specific advice from outside agencies.
- Work closely with the SENCo and parents/carers to monitor, review and plan next steps to achieve best possible outcomes.
- To meet and review support plans with parents/carers to agree next steps.
- To closely track and monitor pupils progress reviewing and amending provision/intervention and targets where necessary.
- To provide information for any referrals to outside agencies within deadlines.
- To liaise closely with support staff and ensure they have appropriate information and equipment/resources for supporting children they are working with.
- Making themselves aware of policies and procedures for identification, monitoring and supporting pupils with SEND.
- To develop their own knowledge of specific learning difficulties.

Support Staff should:

- Be fully aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Liaise closely with class teachers and the SENCo to ensure effective communication in regards to the pupil's progress and response to any strategies or intervention, which supports learning and progress.

- Generate alternate teaching materials/resources where there may be a need.
- Work with individual or small groups of children identified through discussion and agreement with the class teacher.
- Ensure they know the specific needs of the individuals or groups they are working with and take an active role in the reviewing and monitoring process.
- Use relevant and appropriate assessment materials under the direction of the class teacher to plan appropriate interventions and packages of support in areas of individuals or group needs.

Parents/Carers as Partners

At Kingsway Infant School, we firmly believe in developing a strong partnership with parents/carers. We believe that by building a strong partnership it enables children with SEND to achieve their full potential. Parents/carers should always be kept well informed about their child's progress at school and any difficulties be made known to them at the earliest stage. Parent/carer co-operation and involvement is encouraged at all times. To ensure effective communications between parents/carers, class teachers should:

- Acknowledge and draw on parent/carer knowledge and expertise in relation to their child.
- Focus on strength as well as areas of additional support.
- Ensure that parents/carers understand the procedures for children with SEND.
- Respect the differing needs that parents/carers themselves may have.
- The Hertfordshire Local Offer for children can be found online at www.hertsdirect.org/localoffer

Education Health and Care Plans

For pupils who continue to present with SEND within the SEN Support category the school and parents can work together to make a request to Hertfordshire County Council for an assessment of need. It is also recognised by the school that parents/carers have the right to request a statutory assessment/EHCP.

Record Keeping

The school will record any steps taken to meet pupils' individual needs. In addition to the usual school records a pupils' profile may also include:

- Information provided by parents/carers.
- Information from health services/children's services/GP.
- Information from any other relevant agencies.
- Interventions and strategies to support individuals.
- Pupils' own views on their difficulties.
- Detailed information on progress/attainment and behaviour.
- Individual personal support/care plans.
- Individual provision maps and progress.

Storing and Managing Records

All confidential records of children are stored in locked cabinets or on CPOMS safely and securely.

External support services will require access to pupil's records in order to understand the strategies implemented prior to their involvement. This assists with implementation of target setting and what has already been successful, as well as planning next steps.

External specialists may be asked to provide further specialist assessments and advice and in some cases work directly with a pupil. School must obtain parent/carer consent before any external services are referred to unless there is a concern regarding child protection. Where appropriate, the school may request direct intervention/support from a specialist outreach teacher.

Links with External Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide strategies for SEND pupils. Where it may be considered necessary, colleagues from the following support services may be involved with some SEND pupils:

- Educational Psychologists
- Behaviour Support Teams
- Outreach Services – learning and behaviour
- School Health Nurses
- Speech Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Occupational Therapists
- Advisory Teachers- pre-school/mainstream
- Advisory Teachers for children in care
- Children's services
- Family Support Workers - School Based Family workers - SWHP/Families First

Arrangements for Monitoring and Evaluating Inclusion

The school regularly and carefully monitors and evaluates the quality of provision it offers for all pupils. This is an ongoing process of continual review of provision and support and includes the following:

- Monitoring the quality of teaching, learning and support.
- Regular and robust reviews of impact of support and interventions.
- Senior Leadership reviews of pupil progress and learning support.
- Parent consultation evenings to discuss pupil progress
- Reviews of support plans and interventions with parents/carers.

Dealing with complaints

If parents/carers are unhappy with any aspect of provision they should discuss this with the class teacher in the first instance or they can call the school office to arrange an appointment or call to discuss with the Head Teacher or SENCo.

In the event of a formal complaint, parents/carers should follow the procedure in the schools Complaints Policy.