



**SPECIAL EDUCATION NEEDS AND
DISABILITIES POLICY**

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Hadfield Infant School

Special Educational Needs and Disabilities Policy 2025

Introduction

At Hadfield Infant School we strive to create an atmosphere where children can develop to reach their full potential in a secure and supportive environment. We believe that every child should be given opportunities to thrive and aim to support and develop children through their learning of a broad and balanced curriculum. Every teacher in our school is a teacher of Special Educational Needs and is committed to ensuring that our children make progress and grow in their talents and abilities during their time with us so that they can achieve and fulfil their potential.

Contacts

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Our school SENCO is Joanne Lowe and can be contacted at j.lowe@hadfield-inf.derbyshire.sch.uk.

Our Vision and Values

The infographic features a blue header with the school name, a central blue circle containing a photo of children in a kitchen, and a white box with the school logo and core values list.

HADFIELD INFANT SCHOOL

OUR VISION

At the heart of the community, we are a school that gives children the key to their education, enabling them to unlock the doors to their wider World.

CORE VALUES

- C - Community
- A - Aspiration
- P - Perseverance
- E - Excellence

We are a fully inclusive school and ensure that children are taught that everyone is equal and unique. Differences make us individual. We ensure an awareness of protected characteristics is threaded through our curriculum and that our core values of Community, Aspiration, Perseverance and Excellence are consistently modelled throughout our school.

Our Aims

The aims of our policy and practice in this school are:

- To provide children with the opportunity to make full use of their potential and seek to develop positive and confident learners.
- To provide access to a broad and balanced curriculum for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners and to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Our Objectives

In order to meet the special educational needs of our children in our school we will:

- Identify children with special educational needs and disabilities and ensure that their needs are met through ambitious and carefully planned support and intervention
- Work within the guidance provide in the SEND Code of Practice, 2014
- Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy and champion all SEND work within our school.
- Provide support and advice for all staff working with pupils with special educational needs
- Provide learning opportunities that will enable children to develop their learning skills, raise their self-esteem and develop a positive self-image.
- Ensure parents are informed of their child's special needs and that there is effective and regular communication between parents and school.
- Ensure that parents are given knowledge which will enable them to support their child at home and will enable them to be equipped to engage in making decisions which will affect their child’s education.
- Ensure that pupils express their views and are involved in decisions which affect their education. This will be done in an appropriate way in consideration of the age of the child.
- Use resources effectively to support children with SEND.

- Ensure that children with special educational needs and disabilities are included in all the activities of the school and reasonable adjustments are made where necessary.
- Keep records and track the progress of children with SEND through our One Page Profile system.
- Promote effective partnership and involve outside agencies when appropriate.

Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice 2015, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The UK General Data Protection Regulation (GDPR)

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. In our school we believe that every child, regardless of any disability or learning differences, deserves to have the best possible chance to achieve their full potential and to enjoy their school life alongside their peers.

In order for this to happen it is essential that their individual needs are met so that they develop their learning, their self-esteem and build positive relationships with both adults and their peers. Our school community celebrates diversity, fully recognising the enormous value that comes from children working side by side, developing respect, tolerance and understanding of different needs. Our school approach to SEND and our long term aim is to raise the aspirations of and expectations for all pupils with SEND using our school values.

Definition of Special Educational Needs and Disability

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of pupils with SEND are grouped into four broad areas. These include Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory/Physical. Pupils can have needs that span across more than one area, and their needs may change over time.

Interventions, support and adjustments will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LEA, governors, head teacher, parents, teachers and support staff.

It is the statutory duty of the governing body to make provision for all children with SEND.

>The Special Educational Needs Co-ordinator

The SENCO is responsible for:

-The day to day operation of the policy.

- Liaising with and advising fellow teachers.
 - Co-ordinating provisions for children with SEN.
 - Moderating school systems to ensure a consistent, whole school approach.
 - Maintaining the school's SEN register.
 - Liaising with parents / carers of children with SEN.
 - Identifying and contributing to the in-service training of staff.
 - Liaising with external agencies, including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.
- The SENCO identified in school will actively encourage a positive working partnership between the parents, school and other agencies to support our children with SEND.

>The Class Teacher

The Class Teacher will:

- Plan a broad and balanced curriculum.
- Assess and plan differentiated activities
- Identify a child's SEND.
- Assess each individual child's SEND at the earliest opportunity.
- Employ learning strategies and programmes which will cater for SEN.D
- Plan and write One Page Profiles, with the help of the SENCO where appropriate, to enable each child to have access to learning.
- Produce adapted teaching resources, or employ other adjustments, to enable a child with SEND to experience success and have high expectations.
- Assess and review progress, keeping records in accordance with school systems.
- Liaise with parents at regular intervals.
- Inform and explain the procedure to parents, value their contribution to reviews and One Page Profiles, ensure they receive a copy of the home/school target sheets.
- Inform the Headteacher and the SENCO of any child with SEN.
- Liaise with Teaching Assistants who are working with children with SEN.
- Undertake any necessary training.

>The Headteacher:

- Has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- Will keep governors informed about SEND in school via reports to the Governing body.
- Has the management role to determine how resources are allocated to and amongst children with SEND.

>The Governors will:

- Ensure a member of staff is designated SEND co-ordinator.
- Ensure the necessary provision is made for pupils with SEND.
- Consult with the LEA and other bodies to co-ordinate SEND provision.
- Publish an SEND policy.
- Ensure that pupils with SEND have full access in all areas of school life.
- Ensure that a summary of the SEN policy is included on the school website.

- Consult with the LEA about appropriate staff training in SEN.
- Have regard to the Children and families act 2014 and the SEND code of practice 0-25
- Ensure that a Link Governor is responsible for SEND.

>Teaching Assistants

Teaching assistants will:

- Work alongside Class Teachers implementing programmes with individual children under the direction of the teacher.
- Prepare appropriate materials and resources.
- Feedback information to staff and keep records as directed by the teacher.
- Contribute their knowledge of the child and progress to enable future provision to be made.
- Undertake any necessary training.

Parents

The school aims to promote positive, collaborative partnerships with parents.

We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:

- Acting upon parental concerns.
- Formal and informal discussion between parents and staff.
- Providing activities for parents to work with their children at home when appropriate.
- Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.

The SEND Information Report

We will publish an SEND information report on our website, which sets out how this policy is implemented in our school.

The information report will be updated annually.

Identification of Special Educational Needs

The Graduated Response

At Hadfield Infant School we follow a Graduated Response towards our identification of children with Special Educational Needs. The Graduated Response is highly personalised as it responds over time to a growing understanding of the child's barriers to gaps in learning and increasingly individualised assessment of need.

(See Graduated Response pyramid which can be found in the appendixes.)

Wave 1

Universal Provision

Quality first teaching

High quality teaching allows our staff to support all children through excellent classroom teaching. Providing a high quality, inclusive, engaging curriculum with effective teaching and learning that includes and supports all of our children. Through careful teacher assessment and monitoring of pupil progress, children who are not making the required progress are highlighted. The next stage would then be to plan and deliver interventions to support learning in particular areas of learning.

Wave 2

Targeted Provision

Our intervention programme is offered to children who may require short term support in order to accelerate their learning progress. Interventions usually take the form of individual or small group programmes and are targeted at children who need to progress to age related expectations. These provisions are carefully put in place after wave 1 teaching, assessments and analysis and are a way of targeting children's learning needs at an early stage. These interventions may be based around reading, writing, phonics, maths, language, social development or motor skills and are led by experienced and qualified staff. Progress is carefully monitored and fed back into the classroom.

Children at this stage of the Graduated Response in our school would be given a One Page Profile. This is written in consultation with parents and enables us to build a picture of the child and their current level of need. A plan would be written outlining the interventions and work which is to be targeted and a home/school sheet would be completed. This would be updated and reviewed each term enabling parents and staff to meet together to share progress. During this time careful records would be kept outlining interventions, support and outcomes in order to build a picture of each child's needs.

Wave 3

Specialist Provision

This is a highly specialised, specific, targeted intervention for pupils with varying and more complex SEND who are identified by both school and other agencies as requiring additional support. It follows a system of observations, assessments, intervention programmes and analysis and will only be put in place when quality first teaching and targeted provision are not on their own enabling pupils to make appropriate progress. This often involves school and parents applying to the Local Authority for either Inclusion Funding or a statutory assessment called an EHC Plan. If the Local Authority feels that the needs of the child require it, they will produce a document called an Education Health and Care Plan (EHCP).

An EHCP will specify the child's learning outcomes and what provision must be put in place to meet the child's needs. Sometimes additional funding is provided to enable the needs of the child to be met.

At Hadfield Infant School we will continue to provide quality teaching and focused teaching activities to work towards the objectives outlined in the EHCP. Annual reviews will be carried out in school and reports will be submitted to the Local Authority to record progress.

Managing Pupils Needs

At Hadfield Infant School we manage our pupils needs with a range of systems. We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and resources they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'adapting the curriculum'.

Children making reduced progress or having particular challenges in one area may be given extra support or adapted resources to help them succeed, including 'catch-up' work and other kinds of support such as precision teaching.

We do not assume, just because a child is making less progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

Children identified as having some additional needs and accessing Wave 2 of our Graduated Response will access the One Page Profile System. This is completed in consultation with parents and involves creating an overview profile of the child and creating a home/school target sheet outlining the work and interventions and home support which will be implemented to help the child to make progress. This is reviewed in a parent/teacher meeting each term.

Referrals may be made to other agencies if necessary and school will work closely with outside agencies to provide the best support package to meet individual needs.

Our children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support and interventions. Decisions about whether a child should continue receiving SEN support are made in partnership with the parent/carer at the end of each monitoring cycle.

Supporting Children and Families

We aim to work in partnership with our children, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our school SEND information report is on our website and is updated regularly and we guide parents towards information about wider services they may be able to benefit from.

In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements.
- Our links with other agencies.
- Our arrangements for assessments.
- Our transition arrangements
- Our school policy on managing medical conditions of pupils.

Termly SENDCO Drop In sessions are held which parents can attend if they want to chat with the school SENDCO or need any additional support.

Supporting Pupils at School with Medical Conditions

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

At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the class teacher who will then liaise with the Headteacher and SENCO if special arrangements or training is needed along with a plan. We may decide that a Health Care Plan is needed. This would give details of any medications as well as when and how they are to be administered.

Children's medicines are kept in classrooms in carefully labelled boxes in a clearly identified safe space.

Any child needing medications (including children with SEND) will require a parental permission form to be completed. These are kept in the school office. For full details of arrangements regarding medical conditions and medications, please see the Managing Medical Conditions Policy.

Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all of our children. This policy will be reviewed by the whole staff, governors and any amendments made to comply with the new legislation

Effective implementation of the SEN policy will be evaluated by:

- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.

- Ensuring that school records are kept up to date for each individual child.
- Reviewing the progress of children.
- Termly consultations with parents to discuss the progress of children with SEN.
- Annual reviews of children with an EHCP.
- Termly moderation of One Page Profiles and target sheets to ensure a whole school consistent approach.

Training and Resources

Training is attended by staff as needs are identified in school. The school SENCO attends regular SENCO training sessions held by the local authority.

Resources are provided by a range of support services and school purchase resources that may be needed by individual or groups of children.

Storing and Managing Information

We store and manage information in several ways:

- One page profiles are kept and updated regularly by class teachers.
- Files with personal information are kept securely in the resource room in a locked filing cabinet.

Reviewing the Policy

This policy will be reviewed annually

Accessibility

Our school has had a range of adaptations to ensure accessibility and will continue to strive to meet the needs of all children in an accessible way.

Our school has

- Ramps
- Disabled toilet and changing facilities with hoist
- Privacy boards to help with distractions
- A range of equipment loaned to use by other agencies in response to individual needs.

Dealing with Complaints

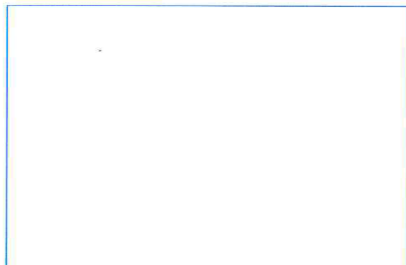
Our school complaints policy is available on the school website.

Appendices

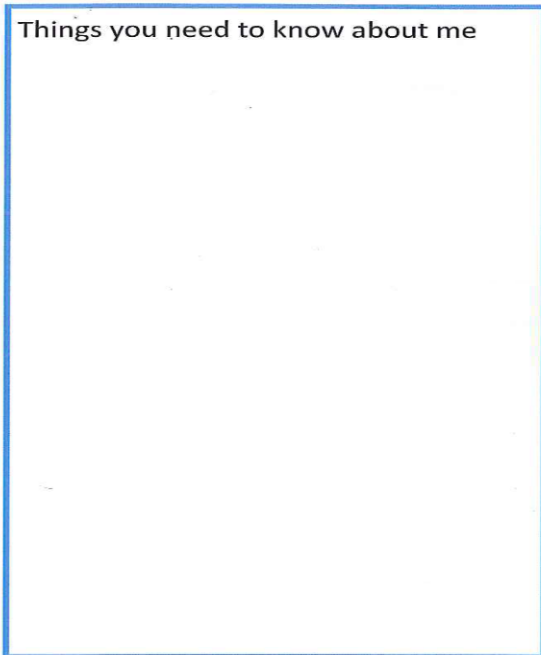
- Example of One Page Profile
- Example of target sheet
- Graduated response pyramid

ONE PAGE PROFILE

NAME.....



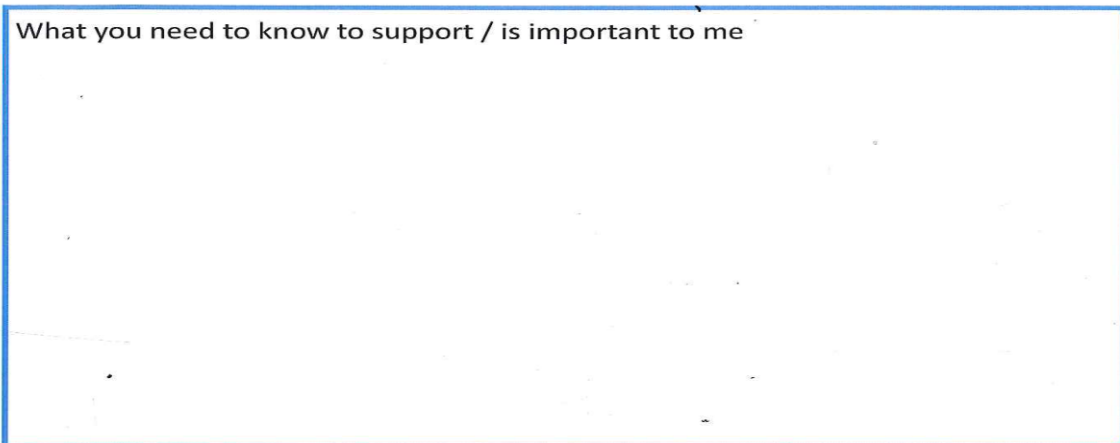
Things you need to know about me



Great things about me



What you need to know to support / is important to me



Review date

Date

Term

Class

Name

Targets and Time table

	Target	Actions	Comments
1.			
2.			
3.			
4.			

Name

Class

Term

Date

Review date

School

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Morning</u>					
<u>Afternoon</u>					

Home

<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>

Signed

Date:

