

Feltham Hill Infant & Nursery School

Special Educational Needs and Disability Policy

February 2019

The Special Educational Needs & Disability (SEND) Policy recognises all children as individuals with different needs. It should be used so that children with SEN are confident, happy and able to learn.

Prepared by: Deputy Headteacher

Discussed with: SLT (February 2019)

Agreed with: Staff: (February 2019)

Named SEND Governor

To Be Reviewed and updated: February 2022

Aims of the Policy

- To recognise children have different special needs which may be because of learning, communication, emotional, physical or sensory difficulties.
- To operate a “whole child, whole school” approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with children with special educational needs.
- To work in partnership with families so that children’s needs are supported at home and at school.
- To develop child’s independence, self-awareness and self-esteem.

Responsibilities

- All staff share in the responsibility for the identification of and provision for special needs.
- Class Teachers are responsible for the appropriate and differentiated teaching of all children in their classes.
- The Inclusion Leader and SEN Leader alongside the Headteacher is responsible for monitoring and ensuring provision is effective.
- The Inclusion Leader and SEN Leader will ensure that practise is within the guidance provided in the SEND Code of Practice, 2014.
- Governors have overall responsibility to ensure systems and procedures are effective.

Identifying Children with Special Educational Needs

- “A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” SEND Code of Practice, 2014, p83.
- Class teachers, supported by the Senior Leadership Team make regular assessments of progress for all children.
- This good practise identifies children making less than expected progress, where the rate of progress has declined or where attainment is less than expected.

Identifying Factors which are not Special Educational Needs

- There are contributing factors which may also impact on progress and attainment but are not considered SEN.

Attendance and punctuality

English as an Additional Language (EAL)

Health and welfare

Being in receipt of Pupil Premium Grant (PPG)

Being a Looked After Child (LAC)

Being a child from a Forces family

Broad Areas of Need

Communication and Interaction

- Children with speech, language and communication needs have difficulty communicating with others.
- They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times.
- Children with Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, are likely to have difficulties with social interaction.
- They may also experience difficulties with language communication and imagination, which can impact on how they relate to others.

Cognition and Learning

- Learning difficulties cover a wide range of needs.
- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
- These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or Physical Needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEN Support

- High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN.
- Class Teachers regularly discuss the progress of each child with Senior Leaders.
- Progress and attainment is measured termly to ensure all children are making expected or more than expected progress.
- Children are quickly identified who may be falling behind and may need additional support.
- When a member of support staff has concerns about a child, they will raise it with the Class Teacher in the first instance.
- If a Class teacher has concerns they will raise it with a Senior or Middle Leader who will offer advice.
- If after a period of time, where additional support has been provided the child has continued not to make progress, referrals (Early Help Assessment) are completed to relevant agencies.
- Discussions with parents take place with the Class Teacher and the children are then placed on the school SEND register.
- The Inclusion Leader creates a provision map, updated regularly to manage the interventions being provided for children.
- The provision map is an efficient way of showing all the provision made that is additional to and different from that which is offered through the school curriculum.
- Extra support, which is additional to and different from the usual classroom experience, is planned by the Class Teacher with the Inclusion Leader and/or specialist teachers.
- Individualised education plans (IEPs) are written and then shared with parents.
- It may then be appropriate for parents to meet with professionals from outside agencies.

Managing Children on the SEN Register

- Children needing extra support to make progress will be identified at termly Pupil Progress meetings with the Headteacher.
- In addition to this Class Teachers meet termly with the Inclusion Leader/SEN Leader where children's progress is discussed.
- Where interventions have been less effective an IEP is produced.
- Any child with an Education, Health and Care Plan or a child working with an outside agency for learning and behaviour will have an IEP, which will be reviewed termly.
- Where specialised support is required, Class Teachers will discuss concerns with the Inclusion Leader then a referral to Early Help Assessment (EHA) or Special Educational needs Specialist Support (SENS) will be made.
- Parents/Carers must give consent.
- Parental consent needs to be granted for nearly all outside agency support.

Children Exiting the SEN register

- Interventions are monitored termly.
- Where a child makes significant progress similar to the rest cohort then the intervention will be reduced.
- If a child's attainment is in line with the cohort they will no longer have an IEP.
- On some occasions the child will be removed from the register.
- However, all children will continue to be monitored to ensure that progress continues.

Supporting Children and their Families

- The Local Authority publishes their provision as a Local Offer which can be accessed on their website www.fsd.hounslow.gov.uk.
- This sets out the provision available across education, health and social care for children and young people in Hounslow who have SEN or are disabled.
- SEN information report is published on the school website. This is updated annually.
- Admission arrangements to the main school are through the Local Authority www.hounslow.gov.uk/admissions
- Entry to The Centre at Feltham Hill is decided by the Head of Centre. All children must have a diagnosis of ASD or be on the ASD pathway. All children in the Centre must have an EHC Plan.
- Parents of children with ASD are welcome to look around the centre. Please contact the office to arrange an appointment with the Head of Centre.
- All children arriving in the Early Years are home visited by teaching staff ensure smooth transition.
- The school has a policy on managing the medical needs of pupils.

Supporting Children in Other Settings

- The school works closely with schools and early education settings in the local area to support the needs of all children when they arrive at school.
- At the end of Year 2 children spend the day at their new school.
- The Inclusion Leader/SEN Leader meets with the next school Special Educational Needs Coordinator (SENCo) in the summer term.
- Class teachers meet with new teachers to discuss the needs of each child.
- The Inclusion Leader/Early Years Foundation Leader visits early year's settings to ensure there is a smooth transition into school for specific children.

Supporting Children at School with Medical Conditions

- Children at school with medical conditions should be supported appropriately so they have full access to education including school trips and physical education.
- Some children with medical conditions may be disabled and where this is so the school will comply with its duties under the Equality Act 2010.
- Some may also have Special Educational Needs and may have an Education, Health and Care plan (EHC plan) which brings together health and social care needs, as well as their special educational provision.
- The SEND Code of Practice (2014) is followed.
- Once a child has been diagnosed with a medical condition a meeting is arranged with the Welfare Assistant, a Senior Leader and the school nurse so a care plan can be written.
- The care plan is then shared with relevant staff; Class Teachers and support staff.
- Specific training may then be required for staff working with the child.
- The care plan is reviewed when circumstances or medication changes.

Monitoring and evaluation of SEND

- Teaching staff meet regularly with Senior & Middle Leaders to measure the progress and attainment of each child.
- Class teachers with the SEN Leader review the progress and the quality of the provision being provided for each child.
- Where a child still is not making significant progress extra support will be added.
- The SEN Leader also meets termly with the named SEN Governor.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and professional development.
- All teachers and support staff undertake induction on taking up a post.
- This includes a meeting with SEN Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SEN Leader regularly attends the Local Authorities' network meeting in order to keep up to date with local and national updates in SEND.
- Staff working in the SCD Centre regularly attend ASD network meetings to keep up to date with local and national updates in SEND.

Roles and Responsibilities

- The Inclusion Leader alongside the Headteacher is responsible for leading and monitoring SEN support throughout the whole school.
- The SEN Governor has a strategic role in ensuring that the necessary provision is made for any child who has SEN.
- This Governor reports termly to the whole Governing Body.
- Class teachers are responsible for the learning of all the children in their class including SEN children.
- SEN Teaching Assistants work under direct guidance of the class teacher to provide support appropriate to the child's needs and understanding.
- The Teaching Assistants will also assist in the delivery and provision of needs as outlined in EHC plans.
- All staff will promote the inclusion of all children.

- The Designated Teacher with Safeguarding Responsibility is Headteacher. (Headteacher).
- Other Safeguarding Leaders are the Deputy and Assistant Headteachers.
- Staff members responsible for managing Pupil Premium Grant funding are Deputy & Assistant Headteacher.
- Admin Officer is responsible for managing the medical needs of pupils.

Reviewing the Policy

The SEND policy will be reviewed when national and local charges are made. Changes will be made to reflect the changes in the school.

Relevant Policies

Accessibility Plan which needs reviewing.

Whistleblowing Policy.

Behaviour including Anti-Bullying Policy.

There is a Child Protection and Safeguarding Policy.

Children with Medical needs Policy

Appendices

SEN information report and on website.

The Centre Criteria

Feltham Hill Infant and Nursery School SEN Information Report

Feltham Hill Infant and Nursery School aims to provide children with a happy, secure and stimulating environment. We seek to achieve the highest possible standards. However for some children to succeed additional support may be needed so they can reach their full potential.

How does the school know if children need extra help?

When any member of staff (Class Teacher, Teaching Assistants, Welfare Assistants, School Midday Supervisors Assistant) has concerns about a child, they raise it with the Class Teacher in the first instance or the Year Group Leader who will offer advice.

We track the progress of all our children closely so we can quickly identify children who may be falling behind and may need additional support.

Class teachers regularly discuss the progress of each child with Senior Leaders.

What should I do if I think my child may have special needs?

Parents can bring concerns or information about their child's needs to the class teacher or the year group leader.

If you think your child may have special educational needs, please see your class teacher in the first instance.

If your child has medical needs please contact our Admin Officer in the school office.

You can also contact the SEN Leader or Headteacher via the school office.

How will the school support a child?

Senior Leaders and governors monitor the quality of the support given to children with special educational needs.

Class teachers are responsible for the children's learning and will be able to explain what is happening for your child.

Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SEN Leader and/or specialist teachers. The additional support may be provided by a teacher or a teaching assistant. The support may be one to one or in a small group.

All additional special educational needs support is overseen by the SEN Leader.

Who will explain to parents what is happening for the child?

Talk to your class teacher or year group leader or make an appointment at the office to see the SEN Leader if you would like to know more about your child's additional support.

How will the curriculum be matched to a child's needs?

High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to children's ability.

Learning opportunities are designed so that children of all abilities can take part.

Additional adult support may be used in a variety of ways; small groups, one to one support in or out of class, or to support the class teacher to plan for or work with children with special needs.

How will I know how my child is doing?

Parents meetings are held in the autumn and spring terms and a report goes out in the summer term. Children with Education Health Care plans (EHC plans) have an annual review meeting with professionals involved.

How will the school support parents to help their children's learning?

Parents will find information on the school website about what children are learning in each year group. Ideas are given about how to support your child with their learning.

If appropriate, homework may be personalised for a child with special educational needs.

Our home-school agreement will tell you the behaviour we expect from parents and children.

Some children with special educational needs will be supported by an Individual Education Plan, or IEP. This plan is shared with parents and the children where appropriate.

When will parents be able to discuss a child's progress?

When agencies from outside school have been involved, they normally provide suggestions and advice that can be followed up at home.

Parents are welcome to make an appointment to see the class teacher or other relevant members of the staff at other times.

What support will there be for my child's overall well-being?

At Feltham Hill Infant and Nursery School all staff have a responsibility for the welfare of all children. Medical care plans are used where appropriate, for example when a child needs to be given medicine in school.

Safeguarding and child protection procedures are in place. The person to contact is the Headteacher.

Our behaviour policy is followed by all staff.

What specialist services and expertise are available or accessed by the school?

Nurture groups support some children.

Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to the Admin Officer in the office if you would like more information about attendance.

Sometimes we need to consult an outside agency for more specialised advice. The agencies consulted by the school include:

- The Early Intervention Service (specialist learning and behaviour advisory teachers)
- The SEN Specialist Support Team (advisors for visual and hearing impairment and physical needs)
- The Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Services)
- Social Services
- Heart of Hounslow Health Centre (School Nurse, Speech Therapists)

We obtain parental permission before referring a child to an outside agency for support with their behaviour and learning.

What training will the staff supporting children with SEND have?

All staff are trained in teaching children with special educational needs through whole staff training sessions. Individual staff members may also have additional specialist training in a range of areas including speech and language work and TEACCH.

Our permanent teachers in the Social Communication Centre hold additional qualifications specialising in the education of children with Autistic Spectrum Disorder and those with Social Communication Difficulties.

How will children be included in activities outside the classroom, including school trips?

Our enrichment timetable and trips outside school are accessible for all our children. If necessary, additional adults are arranged to support a children with special educational needs or a disability. This information is recorded on the risk assessments that are prepared for all trips. Risks assessments are signed off by the Headteacher and the Chair of Governors.

How accessible is the school environment?

Children's specific learning needs are supported through the use of technology where appropriate.

There is one disabled parking space, with a linked path to the main office.

The school is on one level with wheelchair accessible doorways.

How will the school prepare and support my child when:

They join the school?

They transfer to a new school?

The school has a disabled toilet in each of the school buildings.

The school has an accessibility plan in place.

The school works closely with schools and early education settings in the local area to support the needs of all children when they arrive.

At the end of Year 2 children spend the day at their new school.

The SEN Leader meets with the next school SENCo in the summer term.

Class Teachers meet with new teachers to discuss the needs of each child.

The Inclusion Manager/EYFS Leader visits early year settings to ensure there is a smooth transition into the Infant school for specific children.

How are the school's resources allocated and matched to the children's needs?

The senior leadership team and governors monitor our finances carefully.

We use our resources to support the aims of our school as well as individual learner needs.

Where a child needs substantial support, we apply to the Local Authority for additional funding to meet their needs.

How is the decision made about the type and how much support a child will receive?

Each child's need is examined on an individual basis.

Individual support is through specific strategies carried out by the class teachers.

Intervention groups have entry and exit criteria based on more than one factor, and are flexible. One child may need additional support throughout; other children may need it for a short period. Impact of interventions will be measured regularly and reported to Governors when appropriate.

For children with EHC Plans, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals.

For a very few children, we may request and assessment for an Education Health Plan be made by the local authority. Please ask if you would like more information about this process.

How are parents involved in the school, and how can they become involved?

We welcome and value parent volunteers at our school. Parents contribute to the life of the school through regular classroom help and adult support for one off trips and activities. All adults working with children complete DBS checks in line with Government guidance.

We also have a PTA which raises funds for the school. Each year events are organised to promote the school e.g. Christmas Fair, cake sales and scavenger hunts.

How does the school listen to children's views?

We have a school council that is held regularly. Children are able to talk about issues and give opinions about their school day.

Personal, Health, Social and Emotional (P.S.H.E) are held regularly, this gives the children an opportunity to talk about their learning and environment.

Children questionnaires are completed annually and address children's views.

How do Governors make sure SEN children's needs are met?

We have an appointed SEN Governor who meets with the SEN Leader to discuss the provision of support for children with special needs and the outcomes of the provision.

At Governors meetings data and information is shared about children's progress and attainment on a regular basis, including that of children with special needs. Any issues that may arise from children not making sufficient progress would be discussed and addressed.

Governors visit the school regularly.

How do children gain admission to The Centre at Feltham Hill?

Entry to The Centre at Feltham Hill is decided by the Head of Centre. All children must have a diagnosis of ASD or be on the ASD pathway. All children in the Centre must have an EHC Plan.

Parents of children with ASD are welcome to look around the centre. Please contact the office to arrange an appointment with the Head of Centre.

Who can parents contact for further information, or raise concerns?

If you think that your child has special educational needs please see your class teacher. You can also contact the SEN Leader, Deputy Headteacher or the Headteacher via the school office.

Hounslow Helping Handz Network, the parent partnership service, is a free independent and confidential service that supports parents of children with special needs. You can contact them www.hounslow.gov.uk/helpinghands or call 020 8583 3626

The Centre at Feltham Hill Infant and Nursery School

Centre Profile
<p style="text-align: center;">General Description of Need:</p> <p>Children should have long-term difficulties in Social Communication Difficulties or Autistic Spectrum affecting their access to the curriculum. There should be involvement from agencies including Educational Psychology, and CAMHS or the Child Development Team and Speech and Language Therapy. Children must be on the ASD pathway but may not have a diagnosis. It would be expected that by the time the child leaves the Centre that the child would have received an ASD diagnosis.</p>
<p style="text-align: center;">Cognition/Ability Range:</p> <p>The children should be between 4-7 years with strengths in some areas within the broad average range and should be able to access a modified national curriculum. In other areas, their Social Communication Difficulties may have had an impact on their learning but in a specialist setting it is expected that they will make appropriate progress.</p> <p>The child is likely to have an uneven cognitive profile and may therefore have some learning difficulties but some strength. In other areas, they may be approaching the broad average range. As a result he/she has a need for a differentiated curriculum, adjusted for their particular type of learning style.</p>
<p style="text-align: center;">Learning:</p> <p>The child should benefit from being taught in a well-structured, highly visual, environment that offers consistency, routine and minimal sensory distractions along with small group teaching.</p> <p>There should be evidence that with the appropriate support the child will be able to manage some independent learning in the mainstream setting. This may be minimal in the first instance.</p>
<p style="text-align: center;">Social Interaction:</p> <p>The child will have difficulties with social interaction such as, not initiating or avoiding contact with others, inappropriate social behaviour and difficulty in regulating emotional behaviour.</p> <p>However, the child should be socially interested and be able to benefit from opportunities to socialise or integrate with mainstream peers for increasing periods of time.</p>

Communication:

The child will have communication difficulties such as; limited non-verbal communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language. They are likely to have difficulties with social language.

The child should already show that spoken language is developing as their main method of communication. However, they are likely to have difficulties with their use and understanding of language.

The child will need regular Speech and Language support to develop their communication and/or use of language.

Behaviour:

The child is likely to show restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned changes.

There should be evidence that the child's Social Communication Difficulties are affecting their social and emotional development such that it is causing anxiety or social problems.

There may be evidence of sensory impairment and some children will benefit from a structured sensory integration programme planned by an Occupational Therapist.

Self-Help Skills:

The child should be broadly age appropriate in their self-help skills (in relation to toileting, feeding etc.)

Exit Criteria:

The child is able to manage in a mainstream school or other Centre with some support. This would be discussed through the Annual Review.

At the end of Year 2 due to Year 3 transition this will be planned through Annual Reviews.

The child shows more significant difficulties indicating that they are likely to need greater input or more intensive specialist support. This would be discussed at each Annual Review.

Centre Provision:

The Centre at Feltham Hill Infant and Nursery School offers four places in each year group. There is currently a Reception class and a mixed Year 1 and 2 class, but classes can be arranged more flexibly to suit the current intake.

There is a 1 to 3 staff to pupil ratio, including two class teachers and three SEN teaching assistants across the classes.

The Early Years Foundation Stage (EYFS) curriculum is followed in Reception and aspects of the EYFS and the National Curriculum are followed in Key Stage 1.

Teaching is highly differentiated and takes into account different learning styles. When appropriate children attend lessons, assemblies and enrichment opportunities on offer within the main school.

Therapists, staff at the Centre and parents liaise regularly to ensure that children make progress and generalise new skills.

Routines and boundaries are made very clear and are supported by a variety of visual strategies such as timetables, schedules and behaviour ladders.

Communication and learning are supported through signing (Makaton), symbols (PECS), Intensive Interaction sessions, and by organising tasks in a visual manner (TEACCH). The principles of autism are embedded within the Curriculum.

Regular movement breaks are built into routines and sensory diets are followed when recommended by an OT. There is a Sensory room to aid emotional regulation, and to meet sensory needs.

Planning is developed to focus on social communication, emotional regulation and play skills using SCERTS.

NB – ‘The Hub’ Therapy Provision

Therapeutic provision (Speech and Language Therapy and Occupational Therapy) has been inconsistent due to staffing shortages since its inception.

Some parents have been dissatisfied with the level of provision during periods when there were no therapists available.

Therapists are spending a disproportionate amount of time on paperwork, which is cutting into therapy time with children.