



NIGHTINGALE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

At Nightingale Primary School all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum. However, some children experience significant difficulties in learning at certain stages in their school life. The majority of children will learn and progress within the normal class situation; those who have differences may have Special Educational Needs and Disabilities (SEND). We endeavour to secure appropriate provision for all our pupils who have SEND. We seek to enable all children to achieve their potential through a fully inclusive curriculum.

The SENDCo is responsible for the day-to-day implementation of the school's SEND Policy and for co-ordinating the provision for pupils with SEND. The SENDCo at this school is currently Mrs Emma Saunders. She can be contacted on adminoffice@nightingale.hants.sch.uk and has been in role as SENDCo since September 2021. The post is part-time, currently 4 days a week. She is part of the Senior Leadership Team.

The governing body, in conjunction with the Headteacher have responsibility for the school's general policy and approach for the provision of children with SEND. The Governors are committed to providing for a high level of SEND support, both teaching and support staff, as needs and budget dictate. The Governors Curriculum Committee are kept informed of children's needs and provision by the SENDCo.

The SEND Governor has regular contact with the SENDCo and the Senior Leadership Team of the school to keep up-to-date with, and monitor, the school's SEND provision.

The Headteacher has the strategic responsibility for overseeing the provision for children with SEND and keeping the governing body informed.

All teachers are teachers of children with SEND. Teaching staff recognise the importance of early identification, assessment and provision for any child who may have

SEND and are responsible for monitoring the performance of all children as part of on-going observation and assessment.

This policy has been developed in line with the new SEND and Disability Code of Practice 2014.

AIMS

- To ensure that all children at Nightingale Primary School have access to a broad and balanced curriculum and that they receive appropriate support in their learning as necessary
- To identify at the earliest opportunity all children who need special provision to support their physical, sensory, social, emotional, communication or cognitive development needs
- To develop a clear, graduated approach to supporting pupils with additional needs
- To ensure that these pupils are fully included in all activities of the school in order to promote the highest levels of achievement so that they receive appropriate support in their learning as necessary
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the provision made by the school
- To identify, monitor and support pupils who need extra resources and/or teaching as soon as possible
- Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs
- Remove barriers to learning and raise expectations and achievement of pupils with SEND
- To promote effective partnerships working both within school and with outside agencies who provide specialist support and teaching for children with SEND
- To use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum
- To provide on-going training for all staff working with children with SEND
- Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths

OBJECTIVES

- To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives
- To work within the guidance provide in the SEND Code of Practice, 2014

- To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND
- To provide a SENDCo who will work with the SEND Policy
- To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice (2014) provides the following definition:

"A pupil 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." (CoP 6.15)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2014 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take not to fit a pupil into a category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014 (6.28 - 6.34):-

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular 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

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including 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, through to 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 and young people 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties.

The school also recognises that pupils may have needs which impact on progress and attainment that are not SEND. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need

At Nightingale Primary School we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children with SEND we continuously assess and monitor children's progress against the National Curriculum. We also carry out various screening procedures, throughout a child's school career, to identify any children at risk. Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and sometimes individual interventions or Early Intervention programmes. If Early Intervention support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' (CoP 2014) learning experiences and these pupils under the Code of Practice, are known as needing 'SEN Support'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The Headteacher and Leadership Team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving, Teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where necessary, the School Nurse, Children's Services, Specialist Teacher Advisers, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

The school has a SEND Register which identifies children with SEND, and a year group Provision Map to record the provision they receive.

"Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable" (CoP 6.15)

The first response to a concern for a pupil's progress should be high effective teaching targeted at their areas of weakness. Where progress continues to be less than expected the Class Teacher, working with the SENDCo, will assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (CoP 2014)

A GRADUATED APPROACH TO SEN SUPPORT

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The four elements of the approach are:

- Assess
- Plan
- Do
- Review

Assess

This involves the class or subject teacher who is concerned about the child's rate of progress working with the SENDCo to get as clear a picture as possible of the child's needs. It should bring together all the assessment data, both current and previous, gathered from as many sources as possible, including from the parents and the child themselves. This assessment information should be reviewed regularly to ensure that support and intervention are properly matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. Professionals from other agencies can be involved with parental permission.

If it is determined that a child has a special educational need, this should be entered on the school SEND register.

Plan

Parents must be informed when special educational provision is being made for their child.

The teacher and the SENDCo should agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's Provision

Map. A Personal Learning Plan may be put in place for the child if an intervention is necessary.

Do

The Class Teacher remains responsible for working with the child on a daily basis. Even where some interventions take place away from the main class, they still retain responsibility for the pupil. They should work with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and plan how their learning and their outcomes can be linked to and reinforced by classroom teaching. Where there are several children requiring support in a similar area (i.e. comprehension or writing skills), a small group intervention may be arranged. The SENDCo should support the Class Teacher in the further assessment of the child's particular strengths and weaknesses.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed at the agreed date. The impact and quality of the support and interventions should be evaluated along with the pupil's and parents' views. This should feed back into the analysis of the pupil's needs. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority (LA) must review that plan at a minimum every 12 months. Schools must co-operate with the LA in the review process.

MANAGING PUPILS' NEEDS

We use EduKey to document provision for a child on their personalised Pupil Passport. This details what additional support and the interventions are being used. Outcomes and progress for interventions are held separately. EduKey is updated continually by key staff and overseen by the SENDCo. Children identified as having SEND will have a Pupil Passport which targets the particular area where they require 'additional to or different from' support. The pupil and parent/carer will have full involvement in the setting and reviewing of these targets during parents' meetings. Where appropriate, pupils will be given group targets for interventions. The targets will be worked towards, and reviewed regularly, with the pupil, Teacher/TA and parent/carer. Parents are regularly kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the Teacher/SENDCo informally, at any time. Review meetings for EHCP children are held once a year and parents are invited to come and have a more formal discussion on these occasions.

Those pupils identified with additional special needs will receive support in one or more of the following ways:-

- Learning Coaches
- Scaffolded work, modified timetable and environment
- A specific intervention program
- Ideas for home support activities

There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. The level of provision needed is decided by using progress data and outcomes from ongoing assessments.

The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> and in our own SEND Information Report, available on our website www.nightingale.hants.sch.uk

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENDCo is responsible for managing this process and also alongside the Headteacher for taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENDCo and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHCP).

CRITERIA FOR EXITING SEN SUPPORT

When a child consistently meets the outcomes set on their Pupil Passport and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closely by the Class Teacher.

SUPPORTING PUPILS AND FAMILIES

The LA Local Offer can be found at

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

The school's SEND Information Report can be found at www.nightingale.hants.sch.uk
These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found under 'Admissions' on our website. To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal TPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

We work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education. We seek to involve parents in all decisions about their children.

MONITORING AND EVALUATION OF SEND

The school has a detailed management plan, which ensures that there is a full range of monitoring activities so that each child continues to make age appropriate progress. These include pupil progress meetings between the Headteacher, SENDCo and Class Teacher, work scrutiny, learning walks and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Headteacher, Deputy Headteacher and SENDCo regularly report on children's progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. Pupils are regularly interviewed to gauge their views. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

Adequate progress can be defined in a number of ways (SEN Code of Practice 2001)

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

TRAINING AND RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide highly effective appropriate support from the whole of its budget. (CoP 2014)

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEND. The SENDCo, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (CoP 2014)

We believe all staff are teachers of children with SEN and disabilities, so all members of staff are trained to teach children with SEN and disabilities and we provide a full range of training on induction.

The school believes in planning strategically and, prior to admission, Transition Partnership Agreements (TPA) or transition meetings are held and the school liaises with parents and local pre-schools to determine what is needed for each child and any training gaps that need to be filled to meet the child's needs.

All staff have annual child protection and safeguarding training.

Relevant staff are trained in:

- Learning Intervention programmes e.g. Precision Teaching, Paired Reading
- Team Teach (positive behaviour handling)
- Autistic Spectrum Conditions
- Makaton Sign Language
- Speech and Language Therapy
- ADHD
- Dyslexia
- ELSA
- Sensory Processing Needs
- Occupational Therapy programmes
- Thrive
- Lego Therapy

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENDCo also attends the local LA's SENDCo network meetings in order to keep up to date with local and national updates.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility of all the staff at Nightingale Primary School. This includes the following roles:-

- SEN Governor with a responsibility to liaise with the SENDCo and monitor participation and progress of pupil's with SEND
- Learning Coaches to support pupils with SEND
Emotional Learning Support Assistant (ELSA)
- Specialist Learning Coach for supporting children with Speech & Language difficulties, delivering interventions
- Designated Teacher Lead is Emma Saunders
- Designated Safeguarding Lead is Hannah Beckett and the Deputy Designated Safeguarding Lead is Hayley Sharp, Claire Gosling and Emma Saunders. However, all school staff have a responsibility to report any concerns in their absence
- Member of staff responsible for meeting medical needs of pupils is Rachael Smith

Through careful planning, scaffolding/differentiation and monitoring we ensure that children with additional needs access the full curriculum at their own level. For example, Wave 2 interventions which include Booster Literacy (Reading, Writing & Spelling) groups, Maths Booster groups and Social Skills groups. In addition to this, specific programmes may be provided to address the needs of the whole child, for example, Wave 3 Interventions such as Paired Reading, Precision Teaching or RWI. This provision is available for all children including those who have short term needs and this is recorded on EduKey

In-service training for SEND issues is on-going and a regular feature of the School Strategic Plan. Training is planned for teaching and support staff to raise expertise across the school and to keep them informed of changes in legal responsibility.

STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

REVIEWING THE POLICY

This policy is reviewed annually by the full Governing Body.

ACCESSIBILITY

The Equality Act 2010 placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an Equalities Policy which can be found on our website. The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All Teachers have with high expectations for pupils' achievements in all curriculum areas
- A rigorous, sequential approach to developing literacy and numeracy skills
- A sharp assessment of progress in order to determine the most appropriate programme or support
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning
- Highly effective use of time, staff and resources

Activities and school trips are available to all. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

Risk assessments are carried out and procedures put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

We run a range of school clubs for Year 1 - 6 children. All staff, including external providers, are briefed about the individual needs of each child so they can take part. Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and SENDCo.

The governing body is committed to having a high level of support from Learning Coaches to ensure children are well catered for at all times in the school day, including lunchtimes and breaks.

The school is on two levels with stairs joining the upstairs classrooms with the ground floor. As such, the school is fully accessible for wheel chairs on the ground floor as each year group has at least one classroom on the ground floor as well as all of the communal shared areas such as the Library and Hall. There is an accessible toilet facility and two designated parking bays for disabled users if they are needed.

DEALING WITH COMPLAINTS

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher in the first instance or the SENDCo or Headteacher, as soon as possible.

Written information about a formal complaints procedure is available from the school. Hampshire Local Authority (LA) provides a Special Educational Needs and Disability Information, Advice and Support Service (Hampshire SENDIASS), which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

BULLYING

The Anti-Bullying Policy can be found on our website at www.nightingale.hants.sch.uk children feel safe at school and know who to go to if they ever need help.

USEFUL LINKS

SEND Information report: www.nightingale.hants.sch.uk

Hampshire County Council's Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Guide for Parents:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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