

**SEND Policy**

**Parkgate Infants and Nursery School**

**Last Reviewed: April 2019**



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## **SEND Policy**

### **Section 1**

#### **Compliance**

This policy complies with the statutory requirement laid 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 (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)

The SEND Co-ordinator at Parkgate Infants has the National Award for SEN co-ordination. The SEND co-ordinator is a member of the Senior Leadership team and is responsible for leading provision for children with SEND at Parkgate Infants and Nursery School.

The SENCo is Emma McCarthy.

She can be contacted on the school email address – [emccarthy@parkgateinfants.herts.sch.uk](mailto:emccarthy@parkgateinfants.herts.sch.uk) and telephone number 01923 221984.

#### **Introduction**

Parkgate Infant and Nursery School believes that every child has a right to be educated alongside their peers. They have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence. All children are welcomed, valued and respected. We aim to meet the educational, social and emotional needs of every child and thus enable them to achieve their full potential.

#### **How this Policy was developed**

This is a working document, which will be continually reviewed.

## **Section 2**

### **Aims and Objectives**

Parkgate Infants and Nursery school is an inclusive school and we ensure that all pupils are included in every aspect of school life. We aim to encourage all children regardless of their SEND to make the best progress that they possibly can. We aim to remove barriers to learning that could hinder pupils ensuring that they are able to participate in all activities. We believe that learning should be engaging and enjoyable and provide children with the knowledge and skills required throughout their life.

Our Objectives are:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

## **Section 3**

### **Admissions Arrangements**

As part of our admissions policy, children will be admitted to the school without reference to ability or aptitude and in accordance with equal opportunities.

A child entering the school with a previously identified special need is added to the SEND Register and provision made according to his/her needs. Every effort is made to ensure continuity during such changes and to obtain information from previous schools.

### **Identifying Special Educational Needs**

We believe that early identification and effective provision improves long – term outcomes for the child. For some children, SEND can be identified at an early age but for others it becomes evident only as they develop. Slow progress and low attainment do not necessarily mean that a child has SEND therefore the school will closely monitor all children to create a true and whole picture of the child. We are also very mindful that children who are SEND sometimes make expected progress and again we create a true and whole picture of the child.

Children can be identified as having SEND in a number of ways:

- Through a referral from a GP, Health Visitor, a paediatrician, the Speech and Language 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 good progress in their learning.
- By parents and carers raising a concern with the teaching staff about their child's progress.
- By your child making adults aware that they are experiencing difficulties or need further support.

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

The progress of all our children is tracked carefully and we hold regular discussions regarding their individual progress. When a concern about a child's progress is raised, it is discussed with all staff working with that child. If expected progress has not been made despite provision being provided through quality teaching, we will then gather evidence and a decision will be made about what we can offer the child in order to help them progress. Through discussions with parents and the child we will gather information and evidence and identify suitable extra support through an intervention. In discussions with parents we will also determine whether we feel the child does have a special education need. The intervention that the child is involved in will be assessed and reviewed regularly for impact.

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 Difficulties
- Sensory and/or Physical needs

When investigating children's reasons for a child's slow progress and low attainment other factors will be taken into account. These are disability, Attendance and punctuality, Health and Welfare, EAL, being in receipt of a Pupil Premium Grant, being a looked after child, and being the child of a member of the forces. We will look at the whole picture of the child.

## **Section 4**

### **Graduated approach to SEND Support**

The National Curriculum is our starting point for planning a broad and balanced curriculum that meets the needs of individuals and groups of children. We meet these needs through

Removing or overcoming potential barriers to learning.

Regular and rigorous assessment for individuals and groups of pupils.

Planning for personalised learning matched to needs.

Working together with parents and families to support their child's needs.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils are supported by other teaching staff such as teaching assistants. High quality teaching, differentiated for individual pupils and groups is the first step in responding to pupils who have or may have SEND.

The school implements the four stage graduated response cycle to meet individual needs. These are Assess, Plan, Do and Review.

**Assess** - At Parkgate Infant and Nursery school all teaching staff assess children continuously through a combination of informal and formal methods. The progress of all our children is tracked carefully and we hold regular discussions regarding individual progress of our children. When a concern about a child's progress is raised, it is discussed with all staff that work with that child. These discussions also take place in regular Pupil Progress meetings.

**Plan** - We will then make a decision about what support we will offer the child to enable them to meet age related expectations. Some children may require extra support through an intervention. Other children will just require high quality teaching and differentiated work to meet their needs.

**Do** – After deciding the support that the child will have, the action plan will be put into place.

**Review** – We will review what progress the child has made and discuss progress. If after this support a child's progress continues to be less than expected, then the class teacher along with the SENCo will need to investigate further to assess what the barrier to learning could be and whether the child has SEND.

### **Managing Pupils Needs on the SEND Register**

The class teacher leads the provision for all children in their class and follows schools procedures for monitoring progress. An approach of assessing, planning, reviewing and doing is key in meeting the needs of children with SEND.

The teacher will work closely to plan, monitor progress and constantly review and revisit the provision made to ensure that it is meeting children's needs.

## SEND Register

The SENCo maintains the school SEND register, which is a list of the children placed in the following categories, Cause for Concern, SEND support, EHCP. The register is updated once a term as a result of teachers reviews.

## Pupil Progress Meetings

Teachers meet with a member of Senior Leadership Team to review the children in their class. This is an opportunity to discuss and review support in class, identifying any concerns on progress and barriers to learning.

## Cause for Concern

If a concern is raised by the teacher, parents or the child about a child's progress or needs, the class teacher will discuss this with the parents as soon as possible to gather further information in order to fully understand the child's needs. This will be recorded on the class Provision Plan. If these concerns persist despite high quality teaching differentiated to meet the needs of the child, the class teacher will place the child's name on the SEND register as a Cause for concern and will continue to monitor their progress very closely. The children at this stage might also receive extra support through interventions

## SEND Support

The school will place a child in the category of SEND support when 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. They will have an Intervention Plan (IP) which will record the support and provision in place, the outcomes expected and the date for review. They will also have a One Page Profile which will have the child's views about their learning.

## Intervention Plan (IP)

IPs are written for children who have a greater need and are often involved with outside agencies. These will be reviewed and updated regularly and at least once per term. The class teacher is responsible for writing and maintaining these documents and the class teacher or SENCo will discuss them with parents.

For children in the SEND Support Category, the class teacher and SENCo will keep parents informed of progress or continued concern. Parents will also be informed of how they can further support their child's progress at home.

Parents will be consulted and their consent obtained before the school involves an external specialist such as the Educational Psychology service.

Children will be placed on an Individual Risk Management Plan in line with our Behaviour Policy if they require support with behaviour.

### Education, Health and Care Plan (EHCP)

For children who do not make good progress with the provision and support in place in the SEND support category, the school and parents can work together to make a request to Hertfordshire County Council for assessment.

### Exceptional Needs Funding (ENF)

For children in the SEND support or EHCP categories where significant extra support or funding is required, the school can make an application for Exceptional Needs Funding from Hertfordshire County Council. An application for this funding can only be made after discussions with parents' who will have to sign an application form.

### Preparation and support for Transition

The Nursery staff conduct home visits as part of the child's induction process.

Children who join our school through 'In Year' admissions have their records transferred from their previous setting. After reading these records teachers can contact the previous setting if more information is required.

When children are moving to the next year group, children are given the opportunity to meet their new teacher and other staff who will be working in their classroom. They will also have the opportunity to spend time with the staff in their new classroom. At times, if required, social stories will be provided to aid children. Teachers will also take part in Transition meetings to pass on relevant information.

When children are moving to the Junior school they will also be given the opportunity to spend time with their new teacher in their new classroom. A meeting with the SENCo at the Junior school is planned to discuss all children with SEND. Records are passed to the Junior school and staff meet to pass on relevant information. Once again if necessary a Social story will be provided.

## **Section 5**

### **Criteria for exiting the SEND/Register/Record**

The SEND register is updated once a term as a result of reviews by the class teacher. If these reviews result conclude that the SEND category for that child is no longer needed than that will be discussed with parents. If it is agreed by

parents then the child will be taken off the SEND register. In some cases we will still monitor and possibly keep the child at cause for concern stage.

## **Section 6**

### **Supporting Pupils and Families**

The Hertfordshire Local Offer for children with SEND can be found online at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

The Parkgate Infants and Nursery school offer can be found on the school website.

## **Section 7**

### **Supporting Pupils at School with Medical Conditions**

Our school recognises that pupils at the school with medical conditions should be properly supported 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 the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have an EHCP which brings together health and social care needs as well as special educational provision. In this case, the provisions of the SEND Code of Practice (September 2014) are followed.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' (April 2014) and all medication is kept in a secure place and is only administered by designated people. If your child has medical needs, an individual care plan will be written jointly with you to ensure that the school has a full understanding of your child's needs and that they are planned for. This plan is reviewed annually. All staff including at break and lunch time and in clubs are made aware of children's needs that will inform their provision.

## **Section 8**

### **Monitoring and Evaluation of SEND**

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

Monitoring of the quality of teaching and support.

Regular and rigorous reviews of the impact and support of interventions.

Senior Leadership Team reviews of pupil progress meetings.

Parent consultation evenings where teachers discuss pupils progress.

Reviews of Intervention plans with teachers and parents.

## **Section 9**

### **Training and Resources**

As a school we are committed to the ongoing professional development of all staff.

All staff have access to courses run by the Local Authority. We also provide training in school.

Relevant staff are First Aid trained.

The SENCO has completed the National Association for SEN Co-ordination Award.

All staff are trained on Tier 1 Autism training.

## **Section 10**

### **Roles and Responsibilities**

Mr Gwyn Pritchard – Head Teacher and Designated Person for Safeguarding, Designated Teacher for Looked after Children,

Mrs Emma McCarthy – INCO, Deputy Designated Person for Safeguarding, Leader of Pupil Premium funded Children.

Phil Reilly – SEND Governor

Teaching assistants are managed by the Class Teacher they work with and the SENCo.

## **Section 11**

### **Storing and Managing Information**

All confidential records of children are kept in the school office in a locked filing cabinet. The office door is locked every night and there are bars blocking the windows of the office.

Teachers personal records of children in their class are kept in a file in a cupboard in the classroom.

## **Section 12**

## **Reviewing the Policy**

This policy will be reviewed annually.

## **Section 13**

### **Accessibility**

All schools have duties under the Equality Act 2010. We do our best to meet the needs of all learners. The school is open plan and on one level with flat access throughout the building. External doors have ramping for wheelchair access and we have one wheelchair accessible toilet. We also have a disabled parking bay in the car park.

## **Section 14**

### **Dealing with Complaints**

If pupils or parents/carers are unhappy with any aspect of provision they should discuss the problem with a Class Teacher in the first instance after school. Anyone who feels unable to talk to the Teacher, or is not satisfied with the Teacher's comments, should make an appointment via the school office to speak to the SENCo.

If you are still not satisfied then you should arrange an appointment with the Headteacher.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

## **Section 15**

### **Bullying**

Complaints that children are being bullied are always taken seriously, whether the complaint is made by the victim or someone on their behalf.

All members of staff recognise that bullying is very distressing for everyone involved and every effort is made to handle complaints promptly, fairly and with sensitivity. The School has an Anti-Bullying Policy.

