



Bernards Heath Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

March 2016

Bernards Heath Infant and Nursery School has a named Special Educational Needs Co-ordinator (SENCO) and a named Governor (currently the role is shared between two Governors) responsible for SEND. Together they ensure that the Bernards Heath Infant and Nursery School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Authority and other policies current within the school. Our SEND Information Report (School Local Offer) is on our school website and gives you more information on what our school offers to children with SEND.

We are a fully inclusive school and it is our belief that all children have an equal right to a full and rounded education which ensures that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. We endeavour to secure special educational provision for identified pupils, which is additional to and different from that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice-September 2014.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

What are Special Educational Needs and Disabilities?

A child or young person has special educational needs if he or she has a learning difficulty, disability, health care or social care need which is significantly greater when compared to the majority of others of the same age. Our provision for these children is additional to, or different from, that made generally available for others of the same age in a mainstream setting. The needs of high achieving children need to be recognised and treated as a 'special educational need'. These needs may be short, medium or long term. They may be specific to one area or they may be general. Some children with SEND will have had formal assessments or diagnoses prior to starting school or whilst at our school. If the child already has an identified special educational need or disability, this information will be transferred to us from partners in Early Years or other settings and the class teacher and SENCO will use this information to:

- ❖ Provide starting points for the development of an appropriate curriculum.
- ❖ Identify and focus attention on action to support the child within the class.
- ❖ Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

At Bernards Heath Infant and Nursery School, we endeavour to:

- ❖ Identify children with SEND as early as possible
- ❖ Create an environment and provide suitable resources which meet the special educational needs of each child, in order that they can achieve their best, have full access to all elements of the school curriculum and engage in activities alongside pupils who do not have SEND
- ❖ plan and deliver an appropriate programme of learning which increases the children's access to the curriculum
- ❖ request, monitor and respond to parents/carers and children's views in order to evidence high levels of confidence and effective partnership

- ❖ make clear the expectations of all partners in the process
- ❖ ensure a high level of staff expertise to meet the needs of the children , through well targeted continuing professional development
- ❖ ensure that support for children with medical conditions means they are fully involved in all school activities by ensuring regular consultation with parents/carers and health and social care professionals
- ❖ work effectively in partnership with the child, parents/carers, the local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- ❖ ensure that the school meets the needs of all, regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances

It is important that at Bernards Heath we meet the diverse needs of our children to ensure inclusion for all and that they all are prepared to fully participate in a multi-ethnic society. (See Equality Policy and Teaching and Learning/Expectations for Excellence Policy)

Through appropriate curricular provision, we respect the fact that children:

- ❖ have different educational and behavioural needs and aspirations
- ❖ require different strategies for learning
- ❖ acquire, assimilate and communicate information at different rates
- ❖ need a range of different teaching approaches and experiences

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. When any concern is initially raised it is the responsibility of the class teacher to take steps to address the issue. The SENCO and parents will be consulted and specific interventions put in place and monitored for a specified period. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

All staff will be aware of the provision for children with special educational needs.

Bernards Heath uses a graduated response using the four-part cycle (Assess, Plan, Do, Review) 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 to make good progress to secure good outcomes. The school will record these steps using assessments, provision maps, Additional Support Plans (ASPs) and termly reviews of progress with the child, parents and any other outside agencies working with the child. We encourage parents to make an active contribution to their child's education and share the process of decision-making by providing clear information relating to the education of their child.

See Appendix 1 - School Information Report (School Offer)

At all stages of the special needs process we will have regard to the views, wishes and feelings of the child and the child's parents. We aim to enable them to participate as fully as possible in decisions in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

If we believe that a child may benefit from an Education Health and Care Plan (EHC plan), we will, alongside the parents/carers, child and support from outside agencies make a request to the LA for an assessment. Education Health and Care Plans replaced Statements of Educational Needs in (September 2014)

For further information please see Hertfordshire guidance on EHC plans.

Parents always have access to the SENCo through a school email address - admin@bernardsheath.herts.sch.uk