

Bernards Heath Infant and Nursery School



Special Educational Needs and Disabilities (SEND) Policy

Review Date:	June 2023
Next Review Date:	June 2024
Committee:	FGB
Reviewed by:	Hannah Rimmer

Bernards Heath Infant and Nursery School has a named Special Educational Needs Co-ordinator (SENCo) and two named 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. We recommend reading our SEND Information Report (School Local Offer) available on our website in conjunction with this policy. The School Local Offer 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 by quality first teaching. When planning additional support we consider the four areas of need identified in the Code of Practice 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. 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 parents, schools, partners in Early Years or other settings.

The class teacher and SENCO will use this information to:

- ❖ Ensure an effective transition to Bernards Heath
- ❖ Provide a starting point for the assess, plan, do, review cycle
- ❖ Plan additional support from TAs and LSAs

In addition to children with a special educational need as described above we also take into consideration additional provision needed for children who are particularly high attaining. It is important that all children are challenged whatever their starting point.

At Bernards Heath Infant and Nursery School we:

- ❖ Provide quality first teaching
- ❖ Work collaboratively 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
- ❖ Plan and deliver a curriculum in order that children with SEND can achieve their best and engage in all elements of school life alongside pupils who do not have SEND
- ❖ Seek and respond to parents/carers and children's views in order to ensure appropriate support is provided for children with SEND and all stakeholders are valued
- ❖ Follow the Assess, Plan Do Review Approach as outlined in the SEN Code of Practice

- ❖ 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 meets their needs and does not automatically exclude them from school-based activities
- ❖ Work effectively in partnership with the local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all 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

Through our environment and curriculum we know that children:

- ❖ have different communication, learning, social, emotional and physical needs
- ❖ require different strategies for learning

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not making progress. 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 a specific intervention may be put in place and monitored for a specified period as appropriate. These interventions form a 'core offer' and are kept in the classroom file. Children receiving something from the intervention core offer will be recorded on the class provision map. Referral to an appropriate external agency may be made in some circumstances. The child may be added to the school SEND register with parental permission.

Staff will be made aware of key information about each child's support and provision depending on their specific circumstances.

Bernards Heath uses a graduated response using the four-part cycle - **Assess, Plan, Do, Review**. Discussions are focused around developing an understanding of the child's strengths and needs and what supports the child to make good progress to secure good outcomes.

The school records SMART targets on Additional Support Plans (ASPs). These plans are not always written in addition to specific targets provided by external agencies (such as Speech and Language Therapy targets). ASPs are reviewed termly with parents and the child (in a developmentally appropriate way). External agencies working with the child may be asked to contribute as appropriate.

At all stages, the school values the views, wishes and feelings of the child and the child's parents/carers. All are encouraged to participate as fully as possible in decisions that impact the development of the child with special educational needs. In line with our school vision where everyone 'strives to be the best versions of ourselves' any intervention or support is planned with high expectations that children with a special educational need learn the skills for lifelong learning including independence, resilience and teamwork.

If we believe that a child may benefit from an Education Health Care Plan (EHC plan), we will, alongside the parents/carers, child and outside agencies make a request to the LA for an assessment. 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