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SPECIAL EDUCATIONAL NEEDS POLICY

This policy was approved by the Local Advisory Board in:	2022
The policy owner is:	Arden Grove Infant & Nursery School
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	2023
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Signed by the Chair of the Local Advisory Board:	
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	

Key People:

Headteacher: Mrs Sarah Waterfield head@ardengrove.norfolk.sch.uk

Deputy Headteacher: Mr Josh Cook deputy@ardengrove.norfolk.sch.uk

SENDCO: Miss Jennie Gregson senco@ardengrove.norfolk.sch.uk
 (National Award in Special Educational Needs Coordination gained 2013)

SEND Governor: Mrs Alexia Zinonos-Lee

Statement of intent

This policy sets out to explain our values, vision and aims for pupils with additional support needs. For further information about how this policy is implemented, please refer to our **SEN Information Report**, available as a separate document on our school website.

We are committed to placing the child and their family at the heart of decision-making and working collaboratively with Norfolk County Council as well as education, health and social care services within the following principles, which underpin this policy and the **SEN Code of Practice (2015)**:

All those working with disabled children and young people and those with special educational needs (SEN) must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents and carers;
- the importance of the child or young person, and the child's parents and carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; and
- the need to support the child or young person, and the child's parents and carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, young people, their parents and carers in decision-making;
- the early identification of children and young people's needs and early intervention to support them;
- greater choice and control for young people and parents and carers over support;
- collaboration between education, health and social care services to provide support;
- high quality provision to meet the needs of children and young people with SEND with high aspirations and expectations;
- a focus on inclusive practice and removing barriers to learning; and
- successful preparation for adulthood, including independent living and employment.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our Aims

At Arden Grove Infant & Nursery School, we aim to:

- Provide the best quality of education possible to all children and young people including the most vulnerable in our society.
- Value all children and young people equally, with the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours.
- Empower all children and young people so that their voice is heard and heeded in decisions made about themselves.
- Ensure all parents and carers are partners in meeting the needs of their children.
- Recognise and meet the diverse needs of children and young people through a range of flexible, responsive and varied provision.

Our School Values

During their time at Arden Grove, we aim for every child to fulfil our school values and become:

- **Self Believing:** Understand themselves as people and be proud of their achievements. By knowing how to feel safe, and happy they develop a sense of their own identity, liking and respecting the person they are becoming, feeling liked and accepted by others. Therefore becoming more **confident, motivated, resilient** and **compassionate**.
- **Empathetic:** Be confident communicators and excited to connect with others. Have the knowledge and strategies to understand and manage their own feelings and have the ability to empathise and support others. Know how important it is to **understand their own and other's feelings, views and values, showing care** and **respect** for themselves, their family and friends.
- **Aspirational:** Be happy and have **resilience** to overcome times of challenge in their lives and in our ever-changing world. Learn how to **think and talk about their own learning** and where it is taking them. Have the **life skills** and language to enable them to represent themselves and be understood in the world.
- **Respectful:** Value the importance of **building secure and positive relationships**, having experienced the strong partnership we build when working with our parents and carers. Find ways to make a **positive contribution** to the community they live in by taking care of themselves, others and the world around them. Children learn to treat others as they would like to be treated.
- **Curious:** **Enjoy learning** and be **excited to develop** new knowledge and skills. Understand themselves as learners; know how they learn best and want to continue to learn and achieve, having experienced the success of achieving well from their starting point with us.
- **Healthy:** Know that they need to take care of their minds and bodies so they are ready to grow and learn and be able to face challenges and solve problems and regulate. Learn how to **form trusting and safe relationships** with others and are able to make **healthy and positive choices** with increasing independence.

Our Curriculum for All – building foundations for learning

When planning and designing our curriculum, we reflected on the starting points for effective learning – good mental health & wellbeing and good executive functioning skills. Long-term mental health and wellbeing, in particular, has been deeply impacted by the recent Coronavirus pandemic and we have taken this very much into our consideration. Executive functions are a set of mental skills that include working memory, flexible thinking and self-control. Developing effective executive function skills allows us to pause and consciously think (to reflect) so that we can better understand, plan, monitor and manage our daily life and engage in continuous learning. This essentially develops ‘metacognition’, which has been extensively researched and identified, by the Education Endowment Fund (EEF), as having a high impact on learning.

We have designed our curriculum with the following key factors in mind:

1) Our knowledge of how children learn. Children can only know more and remember more once they have the foundations for learning - working memory, mental flexibility and self-control, so we place emphasis on assessing and teaching these executive functions discretely as well as modelling these skills on a daily basis.

2) We know that emotional regulation is fundamental to unlocking personal, social, emotional and academic potential for every child, whatever their starting point. Teaching children to name, recognise and manage their own feelings and emotions is taught both discretely as well as being woven into all we do. The entire school experience, including enrichment and the wider curriculum will only have a longer term impact if the children can connect to and remember what they see or hear and recognise what and how it makes them feel. Once children are able to have an emotional response to experiences, they will learn from them, develop preferences, likes, opinions, curiosity to know more. We prioritise building relationships with our children and families as well as giving careful consideration to what additional curriculum opportunities are appropriate and at what point in their development in order to make a genuine impact and difference.

3) Guided by the National Curriculum and Early Years Foundation Stage requirements and expectations, we have developed a framework of skills and knowledge progression across the school and for all subjects. Learning themes are devised from the context of our children and families, linking their lived experiences with deeper learning and aspirational opportunities. We make meaningful links between school, home and the wider community. As a staff we are committed to ensuring that the intent and implementation of our curriculum will continue to evolve and continue to plan for effective provision for every child.

4) We want our children to embrace our whole school values: self belief, empathy, aspiration, respectful, curious and healthy. These are embedded in our curriculum, explored through assemblies. We choose one value as a whole school focus each half term.

5) Speech, language and communication are essential life skills which help lay the foundations for future success. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing, so it is essential that everyone working with children and young people understands the importance of their role in supporting and developing these crucial skills.

Finally, our curriculum aims to encourage children to have a positive and secure sense of home and identity, develop secure connections to people, places and the present, but know that there are exciting things beyond our doorstep that they want to explore. *“Hellesdon in our hearts, the whole world at our feet.”*

Norfolk SEND Local Offer

The Norfolk SEND Local Offer can help to:

- Find information on support in education
- Learn about special needs services in the area that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

This information can be accessed here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Definitions

Definition of special educational needs (SEN)

The **SEND Code of Practice: 0 to 25 years (2015)** uses the following as a definition of SEN:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ (p15-16).

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

In the Act, ‘physical impairment’ includes sensory impairment and ‘mental impairment’ includes learning difficulties as well as impairment resulting from or consisting of a mental illness.

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Attention Deficit Hyperactivity Disorder (ADHD).

Having an impairment does not of itself mean that a pupil is disabled. It is the impact on the individual’s ability to carry out normal day-to-day activities that has to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Areas of special educational need

The SEN Code of Practice (2015) outlines the four broad areas of need as follows:

- Communication and interaction, which includes speech, language and communication needs as well as ASD.
- Cognition and learning, which includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, mental and emotional health, which includes ADHD, ADD and attachment disorder.
- Sensory and / or physical, which includes visual and hearing impairments.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We also make sure to consider what is not SEN, but may be impacting on progress and attainment, such as 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; health and welfare of the child and their close family members; English as an additional language; being in receipt of the pupil premium grant; being a looked after child; being the child of a serviceman/woman.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Special Educational Needs and Disability Act (SENDA) 2001, our school will not discriminate against disabled children or those with special educational needs and we will take all reasonable steps to provide effective educational provision. We will empower parents and carers to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

Roles and Responsibilities

The Headteacher has a responsibility to:

- lead the daily management of all aspects of the school’s work, including provision for children with SEND;
- work closely with the school’s SENCO;
- keep the Local Advisory Board fully informed about SEN/inclusion;
- develop and lead a vision for inclusion within the school and monitor it’s implementation and impact;
- ensure that meeting children’s special educational needs is woven throughout all aspects of policy and planning, including the school improvement plan;
- ensure SEN and inclusion features on key meeting agendas;
- ensure that teachers have relevant training to support them to identify and meet the needs of vulnerable pupils;
- ensure that teachers monitor and review pupil’s progress regularly during the course of the academic year;
- regularly and carefully review the quality of teaching for all pupils as a core part of the school’s performance management arrangements paying particular attention to pupils at risk of underachievement.

The SENCO

The SENCO, in collaboration with the Headteacher and Local Advisory Board, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to ensure the all-round success of children with SEND. Key responsibilities are:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children and young people with SEND;
- liaising with and advising teachers and teaching assistants, supporting the identification of SEN;
- supervising teaching assistants working directly with children with SEND;
- monitoring the quality and effectiveness of SEN/Inclusion policy and provision;
- administering the records of all children and young people with SEND;
- liaising with and supporting parents and carers of children and young people with SEND;
- contributing to SEN/Inclusion INSET and monitoring its impact on pupils' learning;
- liaising with external agencies including the educational psychology and specialist support services, health and social care services;
- working as part of the Senior Management Team;
- keeping up to date with local and national policy, research and information in relation to SEND and sharing this with colleagues;
- oversee and support arrangements for effective transitions between year groups and settings, ensuring a good quality of information sharing, planning and preparation;
- working with the Trust SENCOs to support all learners within our community of schools, including attending half-termly Trust meetings.

Teachers

With support from the Headteacher and SENCO, teachers have a responsibility to:

- utilise a range of teaching strategies to match pupils' preferred learning styles;
- recognise and highlight pupils' strengths and capabilities;
- identify, reduce and where possible, overcome barriers to learning;
- use appropriate assessments in relation to SEN;
- understand and follow the graduated approach for pupils with SEN;
- adapt the curriculum and how it is delivered to provide maximum access;
- follow the guidance of national strategies as well as any recommendations in individual reports;
- value and make good use of the collaborative partnership of TA and teacher in meeting the diverse needs of pupils in the inclusive classroom;
- meet regularly with a TA to discuss planning, pupil access and progress;
- measure and monitor the ongoing progress in engagement and learning for pupils with SEND;
- discuss progress of pupils with SEND with SENCO and SMT;
- devise strategies with the SENCO to support the implementation of Individual Learning Plans and ensure that they are regularly reviewed and updated;
- have high expectations of pupils with SEND;
- support effective transitions between year groups and settings.

Teaching Assistants

With support from the Headteacher, SENCO and teachers, TAs have a responsibility to:

- know about the special needs of pupils they support and strategies to help them;
- know what the objectives for the lesson are and the expected learning outcomes for pupils with SEND;
- plan with teachers for effective ways to adapt the curriculum in order to meet individual needs;
- support access to the mainstream lesson with a range of flexible approaches and resources;
- make use of different levels of questioning and encourage pupils to talk about their knowledge and understanding;

- provide a balance between intervention and encouragement of pupil independence;
- briefly record the nature and impact of support provided to pupils in terms of their engagement and learning.

Local Advisory Board (our Governors)

- ensure that the necessary provision is made for SEND pupils;
- ensure teachers in the school know the importance of identifying and providing for pupils with SEN;
- ensure pupils with SEND join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical;
- Involved fully in developing and monitoring the quality and effectiveness of the school's SEN policy and provision;
- are knowledgeable and up-to-date about the school's strengths and areas for further development in relation to SEND provision;
- know how funding, equipment and personnel resources are deployed, and their impact on raising standards for pupils with SEND;
- meet regularly with the SENCO to receive regular up-dates on progress in SEND/inclusion;
- are aware of the priorities and the school's Accessibility Plan, and the progress made towards meeting these;
- check the impact of SEND INSET on improving classroom practice;
- check that the school is supporting parents/carers of SEN pupils;
- check that high quality planning and preparation is in place in order to support effective transitions between year groups and settings;
- check that SEN and inclusion is an integral part of school improvement and development.

The Role of Parents and Carers of Pupils with SEND

In accordance with the SEND Code of Practice 2015, we believe that all parents and carers of children with SEND should be treated as equal partners. We aim to develop positive relationships with parents and carers, provide user-friendly information and we strive to ensure that they understand the provision in place for their child and it's impact and are also aware of how to access advice and support.

Parents and carers will be supported and enabled to:

- recognise and fulfil their responsibilities as parents and carers and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated; and
- have access to information, advice and support during assessment and any related decision making processes about SEND provision.

Parents and carers are involved in supporting the target setting process for individual support through documents such as Learning Plans and their views are sought for reviews. We encourage active participation of parents and carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents and carers make and the critical role they play in their child's education. All parents and carers will be provided with additional information about SEN via the SEN Information Report (available as a separate document on our website) to demonstrate the implementation of this policy. Information regarding provision for pupils with disabilities can be found in the school's Accessibility Plan (also available as a separate document on our website).

Additional information and/or leaflets are available on request. In accordance with our 'Open Door' policy, parents and carers are encouraged to contact the SENCO as needed either by telephone, email or appointment.

Pupil Participation

Pupils will be encouraged to participate in the decision-making processes by being given the opportunity to express what they feel helps and supports them and how well they feel this is working. This will be achieved through a variety of different approaches as appropriate to the age and maturity of the pupil. We use 'Talking Mats' to help us gain an understanding of what the child feels is important to them as well as their likes, dislikes and goals.

Relationships with Outside Agencies

We believe in multi-agency working in order to achieve the best levels of understanding of and provision for meeting children's individual needs. This includes working with Educational Psychologists and Specialist Advisory Support Teachers, Paediatricians, GPs, Speech and Language Therapists, Child & Adolescent Mental Health Services, Physiotherapists and Occupational Therapists, the Virtual School for Looked After and Previously Looked After Children, Children's Services and voluntary and/or independent organisations.

We will provide them with any relevant information requested, having discussed this first with parents/carers to ensure that they consent to sharing information, and may carry out specialist assessments and/or programmes of support recommended by them in school.