

Tuel Lane Infant School  
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**Policy for Special Educational Needs and Disability (SEND) and School Offer  
2017-18  
Review Date Autumn Term 2018**

This policy aims to:

- Outline the basic entitlement of all our pupils
- Explain how we identify children with SEND at Tuel Lane Infant School
- Clarify the entitlement of pupils at School Support, outline the graduated approach we take and the pathway we may follow
- Detail the entitlement of pupils with EHC (Educational Health Care Plans)

Tuel Lane supports the view of both Calderdale Council and the Government that the distribution of resources to support children and young people with special educational needs or other additional educational needs should be based upon the following key principles. In particular they should:

- support inclusion within mainstream settings wherever possible;
- enable needs to be met as early as possible and usually without the need for an EHC;
- support raising standards and achievement particularly in literacy and numeracy and other key skills including the development of independence;
- safeguard the rights and entitlements of children with the most exceptional special educational needs, including those with EHCs,
- ensure that appropriate provision is available; and match the allocation of resources with the responsibility for ensuring outcomes in terms of pupil progress, attainment and well-being.

### **The Use of Resources**

All schools receive an annual statement setting out the funding which has been delegated to them to meet the needs of pupils with SEND as part of the funding formula.

Schools are required to publish information on how resources are allocated to and amongst pupils with special educational needs. All schools have a duty to identify the needs of pupils with SEND and to provide adequate support to meet these needs.

Our School Offer explains how we have used funding to ensure staff are well trained and resources are appropriately procured and allocated.

Our funding, along with funding from the main school budget and Pupil Premium supports our provision which includes:

- A trained and qualified special needs coordinator;
- Classrooms and teaching spaces that can be adapted to different groupings as part of appropriate differentiation;
- a range of resources to support pupil learning;

- Time to implement appropriate systems for the preparation and monitoring of Individual Education Plans (IEPS) and for the annual review of EHCs.
- Publication of information for parents including the School Offer detailing what the school can offer children with special educational needs.
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### **Our definition of Special Educational Needs**

Children have **special educational needs** if they have a **learning difficulty** which calls for special educational provision to be made for them.

Children have a **learning difficulty** if they:

- ✓ Have a significantly greater difficulty in learning than the majority of children of the same age :or
- ✓ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LA

They may have difficulties in the following areas:

Communication and Interaction difficulties

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical

### **Fundamental Principles**

A child with special educational needs should have their needs met.

The special educational needs of a child will normally be met in mainstream schools or settings

Parents have a vital role to play in supporting their child's education and their views should be sought at every opportunity.

The views of the child should be sought and taken into account wherever possible

Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum 2014

**The triggers for intervention may be when the class teacher or SENCO has concerns underpinned by evidence, about a child who despite good teaching:**

- Makes little or no progress even when specific or differentiated teaching approaches are used
- Shows signs of difficulty in developing key literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

**At Tuel Lane, all our children benefit from:**

#### **Resources**

- A carefully planned and delegated budget which reflects the needs of all pupils
- Effectively deployed human and physical resources
- Regular monitoring and review which allows for reflection and anticipates change/need

#### **Curriculum**

- A broad and balanced curriculum which reflects diversity and needs
- Appropriate and effective differentiation
- Effective learning opportunities which challenge and support
- Flexibility in provision
- Access to a range of interventions

#### **Learning Environment**

- A safe, supportive and challenging environment
- Access to a range of resources/equipment
- Group/individual support

## **Teaching**

- High expectations
- Understood and accommodated learning styles
- Multi-sensory methods
- Reasonable adjustments to overcome barriers to learning

## **Monitoring, Evaluation and Accountability**

- A School Improvement Plan designed to produce outcomes for all
- Assessment and tracking systems which monitor and evaluate progress, both pastoral and academic
- School Policies which are regularly reviewed and are designed to have maximum impact on provision
- School systems which show a clear understanding and allocation of key roles and responsibilities
- A SENCO who has adequate time and facilities to carry out duties effectively
- An informed and pro-active Governing Body
- CPD which addresses the needs of the school
- Staff who are involved in developing their practice/provision for pupils with SEND
- Provision maps which detail intervention required and monitor impact

## **Pupil Engagement- as appropriate in an Infant school**

- Pupils are supported to talk about their needs choices and aspirations
- Pupils have a choice in the way they communicate and make a contribution
- Pupils are involved in reviewing their own progress and planning the next steps

## **Parent/Carer involvement**

- There are opportunities for regular consultation and feedback
- Progress is explained and where pupils fail to make expected progress parents/carers are informed and informed of any planned intervention
- Parents/carers are consulted in decisions made about their child

**HOWEVER:**

**If a child is not progressing, they need School Support and will be added to the SEND register**

When a class teacher or SENCO identifies a child with SEND the class teacher should provide interventions that are **additional to and different** from those provided as part of the school's usual differentiated curriculum offer and strategies.

In **addition** to the **basic entitlement**, pupils at **school support** are also entitled to:

**Resources**

- Transparent deployment of SEND resources to target pupil need and assure progress
- Access to a range of learning materials/specialist equipment
- Appropriately trained staff to introduce more effective strategies

**Curriculum**

- Reasonable adjustments designed to overcome barriers to learning
- Differentiated learning materials
- An IEP (Individual Education Plan) with SMART targets in areas of difficulty which support progress and can be monitored and measured
- Further access to a range of interventions designed to address needs

**Learning Environment**

- Specific and targeted provision
- Working walls and supportive resources to support children's learning and encourage independence.

**Teaching**

- Designed opportunities to regularly work towards targets on IEP
- Planning which reflects an awareness of pupils' specific needs

**Monitoring, Evaluation and Accountability**

- Accurate and up to date records which demonstrate provision and progress
- Further assessment if necessary
- Contact with outside agencies if necessary
- A range of assessment used to inform provision
- Appropriate measures of progress used (e.g. Pivats or P-Scales/Development Matters/ Derbyshire Tracker)

**Pupil Engagement as appropriate in an Infant school**

- Pupils are supported to talk about their needs choices and aspirations

- Pupils have a choice in the way they communicate and make a contribution
- Pupils contribute to PEPS and are involved in monitoring their own progress

### **Parent/Carer involvement**

- Parent/carers consent is obtained
- Parent/carer view is sought regarding learning need
- Parent/carer is involved in setting targets and reviewing progress in partnership with the school
- Parents/carers are signposted to the schools' SEND policy
- Parents/carers are provided with information about the Parent Partnership Service

### **Seeking external support**

If there is no significant progress, a decision may be taken by the school, in consultation with the parents/carers, to request help from **external services**. In **addition** to previous entitlements, at this stage a pupil is entitled to:

### **Resources**

- Transparent deployment of SEND resources to target pupil need and assure progress
- Outside specialist involvement in identifying specific barriers to learning
- Outside specialist advice on effective provision designed to prevent the development of more significant needs
- Outside specialist recommendations on learning and behaviour management strategies
- Further specialist assessments that inform planning and the measurement of a pupil's progress

### **Curriculum**

- An IEP that implements, monitors and evaluates the targets & strategies advised by the outside agencies
- New or specialist strategies or materials
- Further intervention designed to address specific needs
- Concise pupil records
- A range of different teaching approaches and appropriate equipment and teaching materials, including ICT

### **Learning Environment**

- Improved management or alternative arrangements based on outside agency advice
- IEP strategies to be implemented within the classroom setting, as far as possible

## **Teaching**

- Planning indicates opportunities for additional adult support to implement interventions
- Advice from external agencies is taken account of by all staff

## **Monitoring, Evaluation and Accountability**

- Clear systems to co-ordinate the range of advice received
- Systems for sharing relevant information with all key staff
- Clear referral criteria which is understood by all members of staff
- Regular review of progress reported to all concerned in a format which is understood by all

## **Pupil Engagement as appropriate in an infant school**

- Pupils are supported to talk about their needs choices and aspirations
- Pupils have a choice in the way they communicate and make a contribution
- Pupils contribute to IEPs and are involved in monitoring their own progress

## **Parent/Carer involvement**

- Parent/carer permission is obtained prior to outside agency involvement
- Parent/carer understand the nature of external involvement  Information from external sources shared

**If a child, after much intervention from school and from external support agencies is unable to make progress and application for an EHC may be made.**

(Refer to SEND Code of Practice July 2014 for full procedures)

In **addition** to previous entitlements, a pupil with an **EHC of special educational needs** is **entitled** to:

## **Resources**

- Funding delegated to the school

- Funding used to meet the needs of the child as outlined in the EHC
- Access to facilities and equipment as outlined in the EHC
- Appropriate staffing arrangements which are required to meet the child's needs as outlined in the EHC

### **Curriculum**

- A carefully designed IEP which reflects the strategies and targets identified in the EHC
- Appropriate modifications are made to the application of the curriculum
- Details of appropriate exclusions from the application of the national curriculum must be specified as should the provision which is proposed to substitute for any exclusions in order to maintain a broad and balanced curriculum

### **Teaching**

- Access to flexible teaching arrangements
- Access to teaching and support staff who are informed as to the nature of the child's need

### **Learning environment**

- Opportunities to work alongside peers
- Supportive environment which allows for participation and the development of independence skills

### **Monitoring, Evaluation and Accountability**

- Child's EHC is stored securely to ensure confidentiality
- Six week meeting takes place for all 'new' EHCs and all paperwork is completed
- Annual reviews take place annually and all guidelines for running the review are adhered to
- Reporting arrangements around the EHC via the annual review are in line with LA recommendations
- Staff, pupils, parents/carers are involved in monitoring and evaluating progress made towards targets
- Interim reviews are called when schools/settings/parents or LA feel this is necessary
- Effective and additional transition planning

### **Pupil engagement**

- Pupils are supported to talk about their needs choices and aspirations (age-appropriate)

## **Parent/Carer involvement**

- Parents/carers are fully informed and understand the purpose of the EHC
- Parents/carers are involved in reviewing the EHC
- Support which enables the participation of parents/carers in the review is available if necessary

### **Key people:**

Judy Shaw, Headteacher

Judy Shaw/ Richmal Hanson SENCo

Catherine Holmes, SEND Support Assistant

Mike Imeson Chair of Governors

SEND issues are discussed at C&PS meetings and reported to the Full Governing Body.

Any parents wishing to make a complaint about the provision for SEND at Tuel Lane should contact the Headteacher, Judy Shaw

[head@tuelane.calderdale.sch.uk](mailto:head@tuelane.calderdale.sch.uk)

01422 831221

## Appendix 1: Role of the SENCO

This role includes:

- ensuring the school's SEND policy is followed
- advising and supporting other members of staff
- Making sure that information about children with SEND is collected, recorded and updated
- coordinating provision for children with SEND
- managing the work of Learning Support Assistants (LSAs)
- overseeing the records of all children with SEND
- communicating with the parents of children with SEND
- contributing to staff training
- working with other professionals including the educational psychology service; LA support services; health service; social services and voluntary services

The SENCO is the teacher at the school with responsibility for keeping an overview of the progress of all children including those whose progress may be causing concern or those with Special Educational Needs and Disability (SEND). She supports and advises teachers and teaching assistants as they follow the school policy to identify children who are causing concern or who have identified SEND and ensure appropriate assessments, planning and monitoring are in place. She offers support in the development of IEPs and EHCs.

Class teachers are responsible for planning and assessment but the SENCO will make sure records are kept up to date. The SENCO works closely with parents making sure they are reassured, informed and consulted at all times but particularly during transition periods.

She liaises with support services outside the school. She may take the lead on referrals and convening or attending meetings.

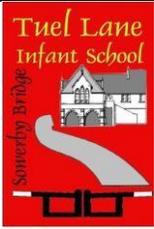
## Appendix 2

IEPs should contain the following information.

Formats may differ slightly, these are working documents.

<u>Difficulty, current attainment</u>	<u>Targets</u> - what do we want the child to be able to do, say or demonstrate?	<u>Action:</u> strategies, resources, staff, timing	<u>Impact</u>
	1. 2. 3.		

### Appendix 3: The School Offer



#### Meeting the needs of children with Special Educational Needs and Disability.

Headteacher	Judy Shaw
SENCo	Judy Shaw/ Richmal Hanson
Contact details: Address	Clay Street Sowerby Bridge. Halifax. HX 6 2 ND
Email (Admin)	<a href="mailto:admin@tuelane.calderdale.sch.uk">admin@tuelane.calderdale.sch.uk</a>
Email (SENCo)	<a href="mailto:head@tuelane.calderdale.sch.uk">head@tuelane.calderdale.sch.uk</a>
Telephone	01422 831221
Age range	3-7
Funding	Community Primary
	We have tried to answer all the questions parents have asked us about the provision we have for children with Special Educational Needs or Disability (SEND). We hope this is clear and easy to understand. If you have any questions, please contact school.

<p>How do we make sure all children reach their potential?</p>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interest of our children.</li> <li>• A wide variety of high quality enrichment activities which extend the curriculum and provide memorable experiences for all pupils.</li> <li>• Good pupil: adult ratios – well staffed classrooms with at least one teacher and one support assistant per class.</li> <li>• A dedicated team of well-trained support and welfare staff.</li> <li>• High quality teaching and learning which is well monitored by experienced leaders.</li> <li>• Consistently good teaching throughout school.</li> <li>• Clear success criteria in planning and a targeted, individual approach through marking and feedback.</li> <li>• Rigorous pupil tracking system which ensures all children are monitored closely.</li> <li>• Professional conversations about every child in school take place each term which insures any difficulties are identified early and suitable provision is put into place.</li> <li>• A qualified SENCo who has time to carry out her duties.</li> <li>• Regular consultations with parents: 3 parent’s evenings per year, termly information sheets, termly reviews for all children on the SEND register and comprehensive annual reviews.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion.</li> </ul>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• Trained staff, fine motor control development programmes and specialised resources.</li> <li>• Gross motor development programmes and liaison with Occupational Therapists and Physiotherapists.</li> <li>• Flexible furniture, specialised resources.</li> </ul>
<p>How do we help a child with Speech and Language needs?</p>	<ul style="list-style-type: none"> <li>• Trained teaching and support staff</li> <li>• Swift referrals to SALT</li> <li>• Liaison with Speech and Language Therapists (SALT)</li> <li>• Delivery of programmes devised by speech and language therapists including Sulp (Social Use of Language), ‘Black Sheep Narrative ‘and Talking Partners</li> <li>• High quality teaching of phonics with an emphasis on clear articulation</li> <li>• Excellent adult role models, using and extending language</li> </ul>
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Use of visual timetables in all classrooms.</li> <li>• Access to training and specialist staff for advice.</li> </ul>

<p>How do we help a child who has social and emotional difficulties? (including behaviour)</p>	<ul style="list-style-type: none"> <li>• Creation of safe places within school</li> <li>• Consistent behaviour and anti-bullying policies</li> <li>• Carefully devised behaviour plans</li> <li>• SEAL curriculum</li> <li>• A good relationship with the Ed Psychologists and Behaviour Support Team.</li> <li>• ASD aware, we use appropriate strategies to support children with ASD in their learning and social development.</li> <li>• Access to specialist support for children with ASD and their families.</li> <li>• Therapeutic stories- trained staff.</li> </ul>
<p>How do we help a child who needs support with literacy?</p>	<p>We have a wide range of high quality reading books appealing to ability, interests and learning styles.  Staff are highly trained in the teaching of all aspects of literacy..  Phonics is taught well and differentiated to ensure each child receives the teaching they need.  Parent information evenings are held regularly to offer support for learning at home.  Parents who lack confidence in literacy are supported through Family learning events throughout the year.  Intervention programs such as Better Reading are used effectively  A complete scheme for development of handwriting is used consistently through school.  Many activities support the development of fine and gross motor control e.g. Busy Fingers  There is awareness and support for the needs of left handed learners.</p>
<p>How do we help a child who needs support with numeracy?</p>	<p>Additional support and intervention- key concepts  Staff experienced in the use of 'Numicon' scheme which is embedded in classrooms.</p>
<p>How do we support a child who has medical needs?</p>	<p>We maintain a detailed medical register  Individual care plans created by an experienced staff member with input from the school nursing team, parents and specialist staff.  A large team of first aiders and staff trained in the use of asthma medication and epipens.  Liaison with medical professionals, CPD for staff, all reasonable adjustments made wherever and whenever possible</p>

<p>How do we support a child who has English as an Additional Language (EAL)?</p>	<p>Induction programme when children arrive at school.  Staff experienced in the use of 'Black Sheep' scheme.  Close links with Sowerby Bridge Academy. They offer student mentors and translators on request.</p>
<p>How do we support a child with complex and multiple needs?</p>	<p>Close liaison with local primary and special schools and schools with resource provision.  Experienced staff: children with complex needs have passed successfully through school.</p>
<p>Which specialist services do we access beyond the school?</p>	<p>We have regular contact with the following services who give us support and advice:  Specialist Inclusion Service, including ASD and Hearing Impairment Team.  Early Intervention Panel  Educational Psychologists  Speech and Language Therapy  Occupational Therapy and Physiotherapy</p>

	<p>ASD Service  Behaviour Support Professional  CAMHS  EWO  Therapeutic services: Noah's Ark, Counselling in Bereavement  School Nursing Team/ Health Visitors  Children's Centres  Pre-school which feeds into Nursery (Hopscotch)  We are also part of the Sowerby Bridge Partnership of Schools where expertise is shared.</p>
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<p>How will we include SEND Children in activities outside the classroom?</p>	<p>A risk assessment is always carried out by a trained member of staff.  Specific staff members are deployed to support children with SEND during outdoor learning or educational visits.  Parents and carers are consulted prior to trips for advice and guidance and involved in planning.</p>
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<p>How do we prepare and support children at point of transition- joining or leaving our school?</p>	<p>Close relationships with local pre-school settings and the Junior School support – Ready Steady Nursery  Outreach work by school staff.  Parental workshops visits and information prior to joining school.  Home visits on request</p> <p>Strong transition plans between Tuel Lane and Christ Church Junior School  Personalised transition plans for SEND children</p>
<p>How will we meet a child's personal care needs?</p>	<p>Intimate and personal care policy in place</p> <p>Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures.  Full consultation with parents.</p>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<p>Good teaching of PSE/PSED, trained staff and use of SEAL.  Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for children if appropriate.</p> <p>Organised activities at break times.</p> <p>Sports coach employed by school to organise activities and train staff.  Midday supervisors trained in developing children's social skills.</p>
<p>How do we allocate resources?</p>	<p>One to one support given as specified in a child's EHC.  Our school employs a teaching assistant for each class - time is allocated on a daily basis for individual/small group work on IEP targets.  All children regularly reviewed (the minimum is once per term) and provision is matched to needs.  HLTA and additional staff deployed to deliver interventions.</p>
<p>How do we ensure all staff are well trained?</p>	<p>Well planned programme of CPD training session for all teaching staff, accessing both external agencies and in- school support.  Induction for new staff.</p>
<p>How do we raise awareness of special educational needs for parents and the wider</p>	<p>Achievements are celebrated in assemblies.  Parents and governors are informed through consultation evenings and regular meetings which are well attended.  We offer work experience placements to SEND students from</p>

community?

Ryburn High School in our supportive setting.

Headteacher reports to Governors and SENCo meets  
Governors to give an annual report.

*Our school offer was written by Judy Shaw, Headteacher in consultation with Tuel Lane Infant School staff and the Curriculum and Pupil Support Committee of the Governing Body. This policy is reviewed annually by the Governing Body; next review date is Autumn Term 2018. If you have any queries or complaints regarding our policy or provision for Special Educational Needs and Disability please contact Judy Shaw, Headteacher.*

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