Special Educational Needs and Disability (SEND) Offer

UNCRC Article 3: The best interests of the child must be a top priority in all actions concerning children.

Stag Lane Infant and Nursery School
Forever Learners: Achieving our dreams
Stag Lane Infant and Nursery School is a welcoming school where everyone is valued equally in a safe, supportive and vibrant learning environment.

We are at the heart of the community, committed to empowering and giving confidence to each and every individual to play a positive role as twenty-first century global citizens who readily defend human rights.

Staff and pupils are encouraged to aim high, believe they can succeed, and embrace life.

The school’s aim statement for 2017/18 is:

To equip all our pupils with the skills and self-confidence necessary to constructively influence their own learning.

**September 2017**

**Our commitment and aspirations**

Stag Lane Infant and Nursery School is a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and
pupil profiles which help support their development and accelerate progress.

We aim to ensure that children with SEN at Stag Lane Infant and Nursery School make excellent progress ensuring they reach their full potential and achieve in line with or better than other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children’s views are also critical in ensuring the right provision to meet children’s needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have excellent relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEND Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Stag Lane Infant and Nursery School, then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child’s SEN?

- **The Class teacher** is responsible for planning a differentiated curriculum, assessing your child’s progress and liaising with other members of staff who work with your child. The class teacher is your first point of reference on a day-to-day basis.

- **Teacher in charge of SEN, the Special Educational Needs Coordinator (SENCO)** is responsible for co-ordinating all the support and intervention in the school, working with staff to ensure delivery of the curriculum, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child.

- **Head teacher** is responsible for the day to day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in school.

- **SEN Governor** is responsible for ensuring that the necessary support is made for every child with SEN, who attends school.

Leadership of SEND Provision
The SEN Governor, Head teacher and Deputy Head Teacher ensure that appropriate provision is discharged for pupils with SEN. They monitor the progress of pupils with SEND and ensure that the provision specified in Statements and EHC plans are made. They also monitor the expenditure on SEN.

Our SENCO co-ordinates support and interventions across the school, and from outside agencies. The SENCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice (2014)

The Code sets out the following expectations:

• High quality teaching, differentiated for individual pupils should be available to the whole class

• Class teachers being responsible for planning the curriculum and assessing your child’s progress, even if they have additional needs

• High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress

• Where progress continues to be less than expected the class or subject teacher, working with SENCO, will assess whether the child has SEN

• Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: *assess, plan, do, review*, which is cyclical – termly or timely reviews, as discussed with all stakeholders are carried out, leading to revisions in plans and interventions

• Where a pupil with SEN is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.

• Where there is sufficient evidence that a pupil’s needs are still not being met through the graduated response and school’s own resources (including funding), a decision may be reached to request a Local Authority assessment for an **Education and Health Care Plan (EHC)**

• **EHC** plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
• The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN.

How will I know how well my child is doing at school?

In our school we have:

• An open door policy – parents/carers are welcome to make an appointment at any time. There will always be an appropriated member of staff available to discuss more urgent issues.

• Partnership between parents/cares and teachers - we will communicate on a regular basis

• Home school link book to ensure that comments can be responded to

• Half-termly meetings with SENCO or within an agreed timescale

• If your child has an EHC plan there will be formal meetings where progress is reported on, and a report written and available

The different type of support that may be available for children at this school is set out below:

What happens if my child with SEN makes very little progress at school?

• Parents are encouraged to make an appointment with the class teacher, SENCO and any other professionals, if they have concerns about attainment, achievement, progress or happiness in school.

• Where a child with SEN continues to make little progress despite the support provided by the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child’s SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
• Governor Involvement: We have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

If you need to complain

Parents have the following rights of redress, should the school, Governors or Harrow Local Authority fail if the School in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

• The school or LA complaints procedure
• An appeal to The SEN and Disability Tribunal (LA decision)
• A claim against the responsible body (Chair of Governors or LA) for disability
• To the SEN and Disability Tribunal for discrimination
• A complaint to the LA Ombudsman (Schools and LAs)