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Special Educational Needs Policy

Policy Area: CURRICULUM & PUPIL RELATED

Key aim of the policy:

This policy is designed to support the inclusion of all pupils with special educational needs within our school and lays out our internal arrangements for their identification, support and development.

HATFIELD PEVEREL INFANT SCHOOL

January 2016



RESPONSIBILITY RESPECT COMPASSION

HATFIELD PEVEREL INFANT SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

The Governors and Staff of the school are aware of their statutory duty to make suitable arrangements for pupils with special educational needs in line with the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 0-25 years August 2014 DfE/DoH and "Removing Barriers to Achievement" the Governments' strategy for SEN (WES 2004)

This school aims to foster the learning potential of all children, regardless of ability, by providing an appropriate and suitably differentiated curriculum. The comprehensive record-keeping and assessment procedures register and diagnose an individual's strengths and weaknesses. The information gained is used to plan for further progress in respect of knowledge, skills and understanding for all pupils including those with SEN so that all pupils are treated equally.

It is also acknowledged that special needs provision may not relate principally to a learning difficulty but may need to address behavioural, emotional, sensory or physical, conditions as a part or all of the need for support. As a school we are committed to those principles set out in "Every Child Matters" and work closely with local multi-agency teams.

The school embraces the views expressed in the following statements:

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning;
- Every child has unique characteristics, interests, abilities and learning needs;
- Education systems should be designed and educational programmes implemented to take account of the wide diversity of these characteristics and needs;
- Those with special educational needs must have access to mainstream schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.

Inclusion is a philosophy that views diversity of strengths, abilities and needs as natural, and desirable, bringing to any community the opportunity to respond in ways that lead to learning and growth for the whole school community and giving each and every member a valued role. Inclusion requires striving for the optimal growth of all pupils in the most enabling environment by recognising individual strengths and needs. This policy, however, deals specifically with the provision for children who match the definition of special needs as quoted above in the Education Act. There is a separate policy addressing the school's approach to teaching More Able and Gifted and Talented pupils.

1. Definitions (from Essex SEN Strategy document 2010-2012)

Special Education Needs:

Children and young people have special educational needs 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 xv.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Special Educational Provision:

This means:

- (a) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers;
- (b) For a child under two years of age, special educational provision means educational provision of any kind.

Disability:

A person has a disability if

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

Equality Act, 2010

Inclusion:

Inclusion is more than just about the location of a child's school placement. It is about engendering a sense of community and belonging and encouraging mainstream, enhanced provisions, special schools and others to work in partnership to support children and young people with SEN and each other. "Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging."

National Children's Forum

2. The Aim of the Policy

Early intervention...

- to ensure that children who have difficulties with learning receive the help that they need as soon as possible.

Removing barriers to learning ...

- by embedding inclusive practice in every school and early years setting.

Raising expectations and achievement ...

- by developing teachers' skills and strategies for meeting the needs of children with SEND and additional needs

Delivering improvements in partnership ...

- so that parents can be confident that their child receives the education he/she needs.

3. Responsibilities

In Essex, all schools and early years settings have the responsibility to:

- Identify an appropriate body – usually the governing body in conjunction with the headteacher - responsible and accountable for the overall arrangements for SEND and, in particular, for ensuring that the setting/school has regard to the SEND Code of Practice.
- Ensure that the Special Educational Needs Coordinator (SENCO) is appropriately qualified to undertake the role.
- Develop, implement, review and report on the SEND policy, distributing copies to all parents of children with SEND.
- Ensure that the School's SEND Information Report is available to parents on the school's website.

- Ensure that the responsibility for meeting the Special Educational Need of children attending the school is shared by all staff.
- Ensure that systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the graduated response.
- Ensure that the identified needs and objectives for children as specified in individual statements of SEND are met.
- Provide a broad and developmentally appropriate curriculum, which is differentiated appropriately so that it closely matches every child's needs.
- Work in partnership with children and their parents/carers.
- Ensure that delegated resources for SEND are allocated fairly, efficiently and in response to identified need.
- Ensure that parents/carers are notified whenever SEND provision is being made for their child and have access to independent information, advice and support.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practicable. The activity must be in line with the pupil receiving the provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.

4. The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the day-to-day operation of the SEND policy and their role and responsibilities are as follows:

The SENCO works in collaboration with the Headteacher and Governors to decide upon the development of the SEND policy and provision. Each year, in discussion with the Headteacher, an SEND Action Plan is written which links closely to the school SEF (Self Evaluation Form). The SENCO takes day-to-day responsibility for the operation of the SEND policy in school, She liaises with class teachers, providing support and guidance with planning and target setting and works in close contact with the Specialist LSAs who work with children with an EHC plan, ensuring the needs of these children are met.

The key responsibilities of the SENCO are to:

- Keep a register of all pupils with Special Educational Needs and oversee the records of each SEND child;
- Ensure that all reviews of progress and One Planning meetings occur when planned including the facilitating of contact between all relevant parties;
- Observe and assess pupils in class;
- Monitor planning and teaching for SEND children, supporting teachers and mapping SEND provision in the school;
- Keep the school's SEND Policy and Information Report documentation up to date for Governors;
- Monitor the achievement and attainment of SEND pupils, tracking progress using the established systems ;
- Report annually to Governors on the attainment and achievement of children with SEND and the impact of strategies and interventions;
- Contribute to the in-service training of staff;
- Support SEND LSAs and operate as their line manager, providing appropriate planning and information and carrying out Performance Management target setting, observation and reviews.
- Liaison with parents, outside agencies, early education settings and other schools.

5. Admissions Arrangements

All children are admitted subject to the admissions procedures prevailing. Children with special needs are admitted according to the same criteria following consultation with parents/carers and relevant professionals to determine whether the school has the appropriate resources to accommodate the needs of pupils concerned, and if not, what arrangements could be made to improve our resources. Please see section 5 of the school Prospectus for details of the admission arrangements.

6. Specialisms and Special Provision

The school does not specialise in any particular area of special need.

7. Special Facilities

There are wider doorways in some areas to allow wheelchair access, a disabled toilet and a comprehensive multi-sensory area. There is also a small medical room available to support medical needs. When any new building work takes place, consideration of access for any disability forms part of the specification.

8. Allocation of Resources for Pupils with SEND

The school endeavours to provide a high level of adult support from its budget, the level of which is determined by the headteacher and the Governing Body.

All classes have LSAs for at least part of the day and these support children within the class to access the taught curriculum. The school also employs Specialist LSAs to support children with a Statement of Special Educational Need /Education Health and Care Plan and has the responsibility to meet the larger part of the cost associated with this as set down in current funding regulations. There are also 2 part-time LSA's supporting speech and language programmes.

The school has a wide range of physical resources to support children with SEND and these are stored centrally in the main corridor. There is also a comprehensive sensory area in the Resource Room.

The SENCO maintains a library of files with assessment and reference materials about specific areas of need to use as required. These are located in the shared Finance Office. There is also a small library for staff located in the staffroom.

9. Identification, Needs Determined and Reviewed

Throughout their time in school, children are regularly assessed by the teaching staff. Termly target grids are completed and all teaching staff have a termly Pupil Progress review with the headteacher. Teachers, the headteacher and the SENCO all use this information and their professional opinion of the child's progress to identify those who may have a special educational need. Where a specific need is identified, specialist help may be sought from NHS services or the Specialist Teacher team. Through liaison with preschool providers and other agencies, school staff are also able to determine the needs of some SEND children on entry to school.

Where a child has been determined to have a special educational need, the One Planning process is put in place by the class teacher, SENCO, the parents, and, where possible the child. Through joint discussion in a meeting, it is ascertained what works and doesn't for the child and a One Page Profile and Learning Plan based on outcomes is drawn up. The effectiveness of the Learning Plan for the child is reviewed termly by school staff, parents and the child and the One Page Profile and Learning Plan is altered to reflect the discussion at the Review meeting to meet the child's needs.

All children identified as having a Special Educational Need who are on the SEND Register will be part of The One Planning Process including those who have a Statement of SEND or an Education, Health and Care Plan. A small number of children may have a Statement of Special Educational Need/EHC plan. Where a child joins the school with a Statement/EHC plan, the One Plan process will produce a One Page Profile and Learning Plan linked matching the child's individual needs. When a child in school is considered to have a High Need following detailed assessment by school staff and in consultation with the parents, the school and parents will start the process for consideration for Statutory Assessment.

10. Access and Integration

The school has an Assessment, Marking and Reporting Policy which ensures that all children are assessed both formally and informally to inform teachers about the progress of individual children and to enable them to plan appropriate work.

All children with Special Needs work for the majority of the school day in the classroom situation, taking a full part in activities, with support where necessary from Class teachers or classroom LSAs. Sometimes, when appropriate, children work in a 1:1 or small group situation with an LSA in a quiet area away from the classroom for short periods. For children with physical needs, special programmes of work may be undertaken on a regular basis based on specialist advice. Such children are always integrated as much as possible into class PE lessons supported by an adult and having the activity differentiated to their needs.

On school outings where a child has a complex level of need, the child is supported by a SEND LSA. Parents/carers may be invited to accompany their child where this can be accommodated.

The school's current Accessibility Plan is available on the school website under the Information and Policies tab.

11. Evaluation of SEND Practice

A Governor has a specific role in terms of monitoring the school's arrangements for SEND provision and contributing to information for Governors. The Link Governor is specified in the Governors minutes. The Governing Body as a whole regularly reviews the numbers of pupils on the SEND Register, ensuring that suitable provision is available and funding is directed at appropriate resources as identified in the School Development Plan.

The Governing Body through the named SEND Governor ensures that:

- A register of SEND is compiled and kept up to date;
- There is evidence of regular, half termly, monitoring of policy and practice;
- Children on the SEND Register are reviewed termly through the One Planning process or twice each year at a minimum and outcomes are clearly identified and being met;
- Help from external agencies is sought appropriately when needed and advice is followed through;
- SEND pupils are able to access a broad and balanced curriculum;
- There is evidence that children make good progress according to their ability;
- Pupils feel they are making progress and enjoy the feeling of being successful;
- Parents are pleased with levels of provision and/or the progress that their children make;
- Staff feel confident and competent in their roles as part of the SEND provision.

12. Complaints

Should there be any cause for complaint, parents are asked to follow the school's Complaints Procedure.

13. Staff Training

A programme of training is maintained for classroom based staff including support staff and the SENCO. Attendance and outcomes are reported to the Governing Body. The SENCO undertakes a range of training, some provided by the Specialist teacher team; the SENCO then disseminates any appropriate information back to staff.

There is a termly staff meeting for teachers where SEND issues are discussed. This is also an opportunity for teachers to raise issues with the SENCO and seek support and advice. On occasions, other professionals such as Speech Therapists provide training at school.

14. Other Agencies

Full use is made of the expertise available from the Educational Psychology Service, Education Welfare Service, Social Services, Health Services, Moulsham Grange Children's Centre, Speech Therapists and Occupational Therapists. The Specialist Teacher Team provides regular input according to the needs of pupils. The WADSIP (Witham and District Schools in Partnership) group of schools employ a speech therapist and educational psychologist who provide regular support to school staff and families where appropriate.

15. Role played by parents

As soon as there is a specific SEND concern of any kind, parents are contacted and are involved in the SEND One Planning process to meet the needs of their child. The child's is reviewed through the One Planning process twice a year as a minimum with parents and updated paperwork is sent to the parents. Parents are always encouraged to contact the school at any time if they have any queries or concerns. The SENCO is also available to talk to parents on the day allocated for management of SEND.

An information pack is given to all new parents and there is a summary regarding SEND provision in the school prospectus and on the school website. Newsletters from relevant organisations are posted on the Parents' Notice board, or placed in the school newsletter. There is also a summary leaflet explaining SEND in more detail which can be shared with relevant parents as required.

16. Transition Arrangements

Pupils who are already identified as having SEND when they join the school will continue to be supported in line with SEND procedures.

The school maintains close links with the private Day Nursery on site, and other local nurseries. The SENCO and the Nursery delegated SENCO discuss children due to start at the school to ensure continuity of provision. Where the child has complex needs, parents and professionals are invited to meet with school staff to make sure that arrangements are in place and appropriate provision is organised before the child starts school.

If children come from a Special School, a gradual integration process is undertaken at a suitable pace for the child, in co-operation with Special School staff and their knowledge of the child's needs.

Children with special needs who leave to attend other schools or are about to join from another school, are encouraged to make a number of visits to meet people in their new environment and to generally become familiar with the changes that are about to occur. A transition book may be compiled for the child to share with parents in the lead up to transfer.

Appendix One

Acronyms

- SEN Special Educational Needs
- SEND Special Educational Needs and Disability
- SENCO Special Educational Needs Co-ordinator
- SEND LSA Special Educational Needs and Disability Learning Support Assistant
- EHC Education, Health and Care Plan
- EP Educational Psychologist
- OT Occupational Therapist
- LA Local Authority
- COP Code of Practice
- SENCAN Special Educational Needs and Children with Additional Needs
- MAT Multi-agency Team

Appendix Two

Systems for SEND at Our School

Meetings:

- The SENCO is responsible for ensuring that staff are released if possible to talk with parents at arranged review meetings for children in the One Planning Process.
- The SENCO is responsible for arranging all One Planning meetings and taking the lead in these.
- The SENCO is responsible for drafting paperwork following the One Planning process with the teacher, ensuring that a typed version is held on file, a copy passed to the teacher and one sent home to parents. She is also required to compile any paperwork concerning Statutory Assessment
- The SENCO will co-ordinate all appointment slots for parents with teachers and professional agencies visiting the school.
- The TEACHER is responsible for contributing to any One Plan review meeting and feeding back progress towards outcomes.

Identification:

- The TEACHER is responsible for flagging up any pupils who are causing concern at termly Pupil Progress meetings.
- The TEACHER is responsible for liaison with the SENCO regarding any pupil causing concern.
- The SENCO is responsible for engaging outside agencies to support pupils on the SEND Register.
- The SENCO is responsible for recommending a review with the Education Psychologist and any potential move to Statutory Assessment.

Reporting:

- The SENCO is responsible for reporting any concerns, monitoring and evaluation to the headteacher.
- The SENCO is responsible for reporting on SEND to the Full Governing Body on an annual basis.
- The TEACHER is responsible for reporting any concerns to the SENCO regarding individual pupils.

Provision:

- The SENCO is responsible for liaising with the SEND LSAs and ensuring the timetable for support to meet all the pupil outcomes is reviewed termly and meets the needs of pupils with SEND.
- The SENCO is responsible for ensuring adequate support to enable the SEND LSA to work effectively with nominated pupils.
- The teacher is responsible for planning any differentiated curriculum with support from the SENCO or specialist advice as appropriate.