

Southwood Infant School

Special Educational Needs Policy

Introduction

Southwood Infant school has a commitment to provide an appropriate education to meet the needs of all children, including those with special needs. The school intends to do this through agreed whole school policies on curriculum, teaching and learning and assessment.

This policy provides details of the schools arrangements for identifying, assessing, monitoring and reviewing pupils with special educational needs (SEN) as required by the Code of Practice.

Our principles are:

- All children are valued equally regardless of their abilities and behaviour
- All children are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs
- Provision for young children and assessment of their needs is of paramount importance.
- All children are admitted to school in accordance with the governor's admission policy and acknowledgement is made of circular 6/94 Disability Discrimination act (2005).
- Southwood Infant School discusses the needs of every child with the parents and inclusion is what we strive to achieve where appropriate.

Our aims are:

- To help every child realise in full his or her potential.
- To provide an atmosphere of encouragement and respect for achievement, whatever the level.
- To work closely with parents ensuring that there is a positive attitude towards the children's achievement.

Our objectives:

- To ensure that all staff, parents and governors understand this policy and their responsibility for its implementation.
- To realise that all children may sometimes experience special needs.

- To use the foundation stage assessment to identify special needs at an early age and to build on strengths following the Early Learning Goals
- To identify children with special needs, assess and monitor their progress and keep clear records and individual records.
- To work in partnership with parents to ensure full understanding of the child's needs and to ensure that they are met.
- To differentiate learning tasks, liaising closely with Teaching Assistants (TAs).
- To ensure children have access to support and resources appropriate to their needs.
- To identify short term achievable targets. Records of agreed strategies and outcomes will be kept on Individual education Plans (I.E.P.'s)
- To recognise small steps of achievement and report them positively
- To work in partnership with external agencies.

Responsibility

The Governing body and the Headteacher have the statutory responsibility to ensure children's special educational needs are met and to report to annually to parents.

The Designated SEN Governor is: Mrs. Caroline Stacey

The Role of the SENCO (Special Educational Needs Co-ordinator)

The SENCO has responsibility for the day to day management of the SEN policy including:

- Advising colleagues and organising the liaison with TA's and SNA's
- Co-ordinating provision for children with SEN
- Maintaining the school's SEN register
- Liaising with parents
- Liaising with external agencies
- Managing SEN resources including human resources
- Attending SEN meetings
- Managing the register of vulnerable children

In addition to the above the SENCO is also responsible for the following:

Staff Development

- Disseminating new knowledge and research in SEN

- Support for the SNA's and TA's
- Attending relevant courses and providing INSET

Supportive role

- Informing colleagues about new resources and new approaches to facilitate learning
- Liaising with the SEN Governor on the termly written report presented to governors on the Curriculum Committee

Assessment role

- To identify children with SEN in collaborating with colleagues
- To monitor children's progress and provide support for teachers when filling in relevant forms
- To oversee the records for all children with SEN
- To inform colleagues of the review dates (when appropriate)

Role of Teachers

In each classroom there is a SEN file in which the teacher can keep up to date information about the children and copies of their IEP's.

The role of the class teacher is as follows:

- To identify children with SEN
- To assess their needs
- To write a trigger of concern
- To make changes within the classroom ,employ different teaching strategies to support the child's learning
- If progress is not sufficient liaise with the SENCO to produce an IEP to be shared with parents and reviewed at regular intervals
- To ensure TA's and SNA's are fully informed as to the child's targets and the type of support needed for them to overcome their barriers to learning
- To keep paperwork up to date
- To pass relevant paperwork onto the next teacher/school.

Teachers working with TA's and SNA's

In order to make effective use of time it is good practise:

- To discuss with the TA/SNA why the support is taking place and establish whether the child will need to be supported individually or within a group.
- To involve the TA and SNA. In the review and update of the IEP's.

- To share any day-to-day information about a child that is likely to affect his/her performance in class.
- To liaise with the TA/SNA to monitor that the child is making good or better progress.

The Role of the TA and SNA

The teaching assistant's role is to support the children's learning as directed by the class teacher. At times, this will include working with children with SEN. The TA will be interpreting the information on the IEP's, in consultation with the SNA and SENCO. The TA/SNA will keep a record of relevant achievements and observations after working with these children, which will become a rich source of information for reviewing IEP's and setting new targets.

SNA's will be employed to work with statemented and other children. They will be asked to follow an IEP, under the guidance of the class teacher, whilst maintaining a balance between giving support and promoting independence. An SNA may be asked to support a child with learning difficulties, emotional and behavioural difficulties or physical difficulties. The specific details of their role will vary according to the individual needs of the child.

The Role of the ELSA

Children with emotional behavioural difficulties quite often have learning difficulties aswell. They may disrupt the education of others. The role of the trained ELSA is to provide appropriate support for these children. Mrs Burton is our ELSA (emotional literacy support assistant)

Resources

Allocation of Resources - The school's self evaluation procedures inform the allocation of resources including human resources! The SENCO audits all resources once a year and provides this information to the leadership team.

SN Resources - A variety of resources are stored in the SN area for use in all the classrooms. Each class teacher has a resource list in their SEN file. The resource area also contains information about SN, advice for teachers, TA's and parents. The area has three bays which are used as quiet working spaces for groups of children. Duplicate copies of SN paperwork and children's files are stored in a secure place in the filing box in the SN resource area.

Identification - The following strategies are recommended by the Code of Practice in helping the school identify pupils who may have SEN:

- Any expression of concern raised by the child's playgroup, nursery, previous school, EPS, parents or health authority.
- Foundation Stage End of Year assessments
- SIDNEY programme.
- Classroom observations and record keeping by the teacher, TA, SNA or SENCO.
- Use of a risk checklist (see appendix).
- Class teacher referrals with reference to the National Curriculum attainments or P scales
- Use of published screening materials e.g. The DEST test
- Use of outside agency's referral forms

Identifying Special Education Needs

Rate of good or better progress - The key indicator of the need for action is evidence that a child's current rate of progress is inadequate.

Additional or Different Provision - If this is the case it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Good progress is defined as progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of their peers starting from the same attainment baseline, but less than the majority of their peers.
- Matches or betters the child's previous rate of progress.
- Ensure access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Planning for Inclusion: Waves of Provision

Wave 1 - All children have access to a broad and balanced curriculum that takes into account differentiation across the class. All children are given opportunities to work independently and with guided group support from the class teacher or teaching assistant.

Wave 2 - Children who need additional or different support as a result of limited progress will have specific targets to scaffold their learning development. Specific group activities with a T.A / SNA will be planned for and progress against targets monitored.

Wave 3 - Children who have made little progress over a long period of time at wave 2, will need to follow specific learning programmes. They will have individual adult support at regular daily sessions to work on specific areas identified. Advice from outside agencies will be sourced and achievable targets planned with the SENCO/Class teacher.

School Action (Wave 2) - This is the first intervention when a class teacher or SENCO identifies a child with SEN.

School Action means that interventions will be **additional** to or **different** from those provided as part of the schools usual differentiated curriculum and strategies.

The Triggers for School Action will include:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing literacy or maths skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems + continues to make little or no progress despite the provision of specialist equipment.
- Has communication/ and or interaction difficulties + continues to make little or no progress despite the provision of the differentiated curriculum.

The Nature of Additional Help - All available information will be collected about the child by the class teacher and the SENCO

Parents will be asked to provide supporting information if appropriate.

Outside Agencies if not already informed, will be contacted by the SENCO followed agreement from the parents.

Roles and Responsibilities - The SENCO will be responsible for any further assessment of the child's particular strengths and weaknesses and for planning future support monitoring and review.

The child's teacher will be responsible for planning and delivering an individualised programme.

Parents will be kept informed of the action taken, and the outcome of this action.

School Action Plus (Wave 3) - The triggers for School Action Plus could be that despite receiving an individualised programme under school action the child:

- Continues to make little or no progress in specific areas over a **long** period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and Numeracy skills.
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional special equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school will always consult specialists when they take action on behalf of a child through School Action Plus.

The SENCO will seek advice on **new** and appropriate teaching approaches, appropriate equipment, teaching materials including the use of information technology.

Roles and Responsibilities (School Action Plus) - The SENCO will liaise with the Outside Agencies. The class teacher is responsible for the interventions recorded in the IEP.

Schools Request for Statutory Assessment

The assessment procedures beyond School Action Plus become statutory requirements and the school will pay close regard to the Code of Practice throughout any formal procedures, including the annual review of children with statement of SEN. The statement is a means of access to extra resources and provides a precise educational prescription for the child on an accurate and detailed account of needs.

Curriculum Entitlement

A wide range of teaching styles and strategies are used in order to motivate children and identify their preferred learning style. The majority of the teaching and learning for children with SEN will take place in the classroom, with the class teacher planning differentiated tasks. However, when working with TA's/SNA's the decision to withdraw a child from the classroom to work individually or as part of a group, will be at the discretion of the class teacher. For a quiet concentration activity, it is usually profitable to withdraw a child or small group to work in the 'Magic Castle'. However, if a child shows any signs of anxiety, he/she should remain in the classroom situation.

The Disability Discrimination Act in Schools

As a major part of Equal Opportunities legislation the Disability Discrimination Act (2005) in schools means that it is unlawful to discriminate against a disabled person for a reason connected with their disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Act that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make "reasonable adjustments" to recruitment practices, to policies and procedures and to buildings to ensure that they do not discriminate in the way they are implemented. To ensure full access to the services offered schools must also provide auxiliary aids, e.g. information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school the service should be provided by other reasonable means. From 2004 steps needed to be taken to remove physical barriers to education in all schools.

This school is fully committed to the above statement and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school.

In-Service Training/Professional Development

- All staff are encouraged to take part in training
- The school is committed to training staff in meeting a range of needs.
- SEN is carefully planned each year.
- All members of the learning support team are entitled to SEN development.

- Staff meetings dealing with SEN issues are held at least termly.

Using Outside Support Agencies

SEN support services can include equipment, materials, support staff, medical, technical and professional expertise.

Support agencies are used in accordance with the needs of children on the SN register.

The school has developed working relationships with:

- EPS (approx 6 hrs. per year) - CAMHS
- Health Authority - Social care
- Frimley Children's Centre - Physiotherapy
- Social Services (EWO) - School Nurse
- Speech Therapy - All feeder junior schools
- Occupational Therapy - Behaviour support service

Partnership with Parents and Children

Parents are always welcome and their involvement is valued as it can have a crucial bearing on the effectiveness of any school-based action. Parents will be invited to discuss their child's progress and share any concerns that they may have about their child, with the class teacher. IEP's will always be shared with parents (they receive a signed copy) and parents are invited to attend review meetings. Permission for a child to be observed or assessed by an outside agency will always be obtained from the parents.

Children's views and feelings will also be taken into account, if appropriate. As children mature, they will be encouraged to participate in the setting of simple learning or behavioural targets as they endeavour to become more responsible for their actions.

Links with other Schools

The school maintains a close professional link with feeder schools. As children leave Southwood Infant School in year 2, care is taken to ensure that all records of children with SEN are sent to their new teachers, including up to date IEP's. Where appropriate transition meetings are set up with the relevant junior school staff and parents to put a transition plan in place to ensure the best possible start for the child at their new school.

Arrangements for Considering Complaints about SEN Provision

Any complaints not satisfied within our school environment should be dealt with through the normal Hampshire County Council Complaints procedure. Copies of which are available for parents in school (kept in the 'Magic Castle' files).

Criteria for Evaluating the Success of the SEN Policy

The following success criteria will be used to judge how effective this policy is:

1. The children with SEN are identified and appropriate action is taken quickly to ensure that they receive support in relation to their needs and a broad and balanced curriculum.
2. Accurate records are kept of all children's progress on the SEN register.
3. The smooth transition of SEN children has been achieved between year groups and schools.
4. The SEN budget has been used effectively to support these children.
5. The parents of SEN children are satisfied that their children are receiving adequate support and making good progress relative to their starting points.
6. Governors feel fully informed about the SEN policy and its implementation.

Viv Favell (SENCO) & Caroline Stacey (SEN Governor)

Ratified by Governing Body: May 2013

Review Date: May 2016

Signed:

Southwood Infant School

Glossary of Terms (Special Needs Policy)

SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SNA	Special Needs Assistant
INSET	In-Service Training
TA	Teaching Assistant
IEP	Individual Educational Plan
DEST	Dyslexia Early Screening Test
SIDNEY	Screening and Intervention for Dyslexia Notable in Early Years
EPS	Education Psychologist Service
ELSA	Emotional Literacy Support Assistant