

PERRYFIELDS INFANT SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY



Helping each other to learn and grow

1. AIMS AND OBJECTIVES

At Perryfields Infant School we aim:

- To offer all children access to a challenging creative curriculum which incorporates the National Curriculum and areas of learning from the Foundation Stage Curriculum.
- To offer all children a differentiated curriculum which is both challenging and motivating and to encourage high expectations for all.
- To encourage children to become independent learners enabling them to respond to new challenges and apply their learning to new situations.
- To develop enquiring minds in the children.
- To foster in the children a sense of belonging and promote acceptable behaviour in the school community.
- To encourage the children to value their achievements and to strive to improve on their personal best.
- These aims are for all children including those with identified Special Educational Needs.

Within a caring environment we will provide:

- Clear achievable targets allowing all pupils to experience success
- Access to the curriculum through differentiation and identification of individual needs
- A variety of teaching styles to meet the needs of different learning styles.
- Systematic procedures for formative and summative assessments.
- Opportunities for all pupils to become independent in their learning
- All children with identified Special Educational Needs are given appropriate help/support to enable them to achieve the stated aims of the school. All school personnel, including Governors are responsible for the educational, emotional and social needs of each individual regardless of background or need.

SMSC

At Perryfields Infants we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world.

In order to support children with Special Educational Needs in achieving these aims, we provide “quality first teaching” with the differentiation of resources, support or tasks necessary to enable children to access objectives with increasing independence, as well as providing opportunities for children to work in small groups, pairs or as individuals when this is more appropriate.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decisions are influenced through the pupils voice which is through the democratic process of the School Council.

2. THE SPECIAL NEEDS CO-ORDINATOR ROLE (SENCO)

- Mrs Karen Barnett – 3 days a week.

Responsibilities are to oversee SEN including:

- Day to day operation of the Policy and the Code of Practice September 2014
- Advice to class teachers on approaches and materials
- Offering support and advice in relation to children receiving Interventions, SEN Support, or ECHP's.
- Taking the lead for managing provision, gathering and collating relevant information, ensuring that paperwork is up to date, attending consultations with parents, teachers and all relevant personnel, liaising with outside agencies. Tracking children's progress through the use of Target Tracker.
- Working with Governors to plan, implement and evaluate the school policy.
- Keeping the Governing Body and the named Governor for Special Needs informed of any local or national initiatives and changes which are linked to SEN policy.
- Keeping the Special Needs Register up to date
- Assessment of and provision for the pupils with Special Educational Needs.
- The Governors' Annual Report will include the number of pupils identified as having Special Educational Needs. There will be a summary on the effectiveness of the SEN policy and this will highlight how any resources have been allocated.

3. MANAGEMENT

The School Development plan includes references to the provision for Special Educational Needs and highlights areas for development stating how these will be addressed including success criteria. Policy as recorded in this document is well established in practice.

4. ADMISSIONS

The schools admission arrangements follow the policy and procedures set down by the Local Authority. Details of the Admissions Policy may be found in the School Prospectus.

5. SPECIALISMS

- The school has no special units attached. Staff have been trained in areas of Special Needs and training in Literacy for children with SEN has been given to Learning Support Assistants.
- There is a wheelchair accessible toilet next to the hall.
- The relocatable classroom set adjacent to the playground has toilet facilities suitable for accommodating wheelchairs and is easily accessible.
- The school can liaise with other specialist schools in the area to seek advice.

6. BUDGET ALLOCATION

- A proportion of the school's Delegated Budget is allocated to fund children who have Special Needs and are being supported within the SEN Support Category. Governors allocate funds from the school's Delegated Budget to employ a part-time SENCO, SENLSA and classroom assistants to support children with Special Educational Needs.
- Children with an ECHP are partly funded by the local authority and partly by school. This additional funding depends on the band the individual child has been allocated by the Statutory Assessment Service (SAS). The bands are subject to change at each annual review.

7. IDENTIFICATION, ASSESSMENT AND REVIEW

Definition of SEN

- Pupils who are working significantly below those designated for their key stage in literacy and/or numeracy.
- Pupils identified by outside agencies (e.g. Speech Therapist, GP)
- Pupils requiring greater attention than the majority of their peers in the classroom, attributable to mild, moderate or specific learning difficulty or behavioural and/or emotional difficulties.
- Pupils with physical or sensory impairments.
- Pupils with specific speech or language difficulties.

Identification

- Some children may have been identified at pre-school as having additional needs and will already have One Plans or EHCP's when they start school.
- Where possible, the school will attend any meetings in relation to the child's needs to outline what the school is able to offer and plan an enhanced transition for the child.
- Children with SEN are identified and assessed as soon as possible after their entry to school.
- Within the first half term in school all pupils are assessed.
- The school will refer to the Provision Guidance document to help determine a child's level of need and ways to support them in school.
- Referrals can be made to specific support teams such as Speech and Language, Educational Psychologist, Community Paediatrics etc.. with the consent of parents.
- Continuous teacher assessment and careful observation provide evidence for diagnosis.
- Pupils with Special Needs are monitored by the class teacher, SENCO and Headteacher.
- Liaison takes place on a regular basis between SENCO and all school staff and termly with parents.

SEN support

- If a child is identified as working at a much lower level than their peers parents will be asked to attend a One Planning meeting where a picture of the whole child will be recorded and targets identified for the term.
- Sometimes the child will work in an intervention as part of a small group, other times they may need more specific support from a trained adult.
- Where a child needs more specific support the SENCO will contact the Specialist Teacher Team.
- Interventions may include; ELS, Numicon, Black Sheep Narrative, 5 minute box literacy and 5 minute box Numeracy Talk Boost, Gym Trail or Musical Communication.
- If sufficient progress has not been made then another intervention may be identified and more support and advice will be sought from specialists.

- One Planning meetings occur termly and if expected progress is not made then the school and parents may decide to apply for a Needs Assessment, the first step to applying for an EHCP.

EHCP (Education Health Care Plan)

The school must provide sufficient evidence about the child's additional needs, any One Plans, paperwork from Paediatricians, including any diagnosis, therapists etc., as well as evidence of progress/lack of progress and the support the child is currently receiving. The documents will be analysed at a panel meeting and a decision made to assess or not to assess. When an EHCP is awarded, the school must be involved with planning the outcomes and provision to meet those outcomes to ensure they can meet the needs of the child. This process takes up to 20 weeks and the school must have sufficient evidence that the child's needs are beyond the schools delegated budget for SEN Support.

8. CURRICULUM

- Children with an ECHP have their own personal targets but should be able to access the curriculum through differentiated planning. There may be times when a separate curriculum is taught for part of the day but it is always the aim of the school to include children with SEN in the mainstream classroom alongside their peers. Small group of individual sessions may take place in the quieter space adjacent to main classrooms, within the classroom or at a work station.

Teachers are responsible for meeting the needs of individual pupils through:

- differentiated tasks and materials
- consolidation and practice of basic skills
- use of IT and audio visual aids

There is a balance between

- whole class, group and individual teaching
- exposition, discussion, problem solving and investigation
- written, mental and practical activities
- The SENCO and SENLSA will work alongside the class teacher to support children or will withdraw groups of children to learn, consolidate and practise.
- The withdrawal of children is timetabled carefully to ensure that children do not miss out on their entitlement to all areas of the Curriculum.
- All class teachers are responsible for knowing where each child is performing and what their individual targets are.

9. INCLUSION

- Children with Special Educational Needs are included in everyday school life and are a part of the class. Peer group praise, tolerance and encouragement for children with SEN are fostered.
- All children partake in all areas of the school curriculum with certain areas differentiated to ensure access.
- Children with SEN are only withdrawn for short periods for intensive small group teaching. The rooms used are part of the classroom so that segregation is avoided whenever possible.

- Children transferring from special school are integrated gradually into the school. They attend for short sessions building up to a full week over an agreed period of time planned to suit the needs of the child.
- Children on the SEN register take part in whole school activities as well as specialist events such as the 'All In' competition run at Columbus College.
- If, at any point, parents feel the needs of their child are not being met, alternative provision may need to be considered. The SENCO is happy to accompany parents to local specialist provisions in this instance.
- Children with sensory needs in Foundation Stage have access to a wide range of resources that support their development in this area. Those children with sensory needs in key stage one can have planned sensory breaks as part of a management plan and can have access to sensory boxes in the classroom which are accessible to the child when it is felt necessary by the class teacher and other support staff.
- Children with speech and language needs may have access to the school Communications Assistant or trained SENLSA if their speech and language plan specifies this.
- Children with personal care needs will have a care plan where identified adults will be timetabled to change children in the disabled toilet where there is an adapted toilet and step available. Spare clothes, nappies, pull ups and wipes must be supplied and replenished by parents.
- Children with social, emotional and mental health needs can access visual timetables, choice boards and small nurture groups across the school.
- It is the school's policy to provide Key Workers in Foundation and Key Stage One to avoid building an over reliant relationship with one adult. This can cause children distress if the adult is unwell or there is a sudden change in staff. Keyworkers are provided when the Local Authority agree that the child's needs are beyond the schools delegated budget and an EHCP is awarded. The amount of support given will depend on the banding attached to the EHCP.

10. GOVERNING BODY EVALUATION PROCEDURES

The Governing Body regularly evaluates the success of the education which is provided at the school for pupils with Special Educational Needs. The named Governor and SENCO meet regularly and the named Governor presents an annual report to the Governing Body. Governors monitor parental satisfaction, pupil behaviour and skills attained and the named Governor asks for evidence of progress against Education Plans.

11. COMPLAINTS PROCEDURES

- If at any time parents have a concern about any aspect of their child's education or well being, they are encouraged to discuss the matter with the child's teacher in the first instance and then the SENCO and then the Headteacher. Most problems are resolved in this way. Complaints are dealt with quickly in mutual discussion with the parents.

12. INSET/STAFF DEVELOPMENT

- INSET for staff is arranged by the SENCO and usually takes place in staff meetings. The SENCO completes a needs analysis and plans training accordingly. External courses are used to train individual staff on specific issues/subjects.
- Support meetings are held for Learning Support Assistants.
- The SENCO works closely with teaching assistants and identifies any training needs. External courses are used to train individual staff. If necessary class teachers and teaching assistants attend courses together to enable them to plan common strategies and structures.
- The Headteacher works closely with the Junior Headteacher to plan any joint INSET needed for staff cross-phase.

13. EXTERNAL RELATIONS

- The school nurse carries out screening/medicals and any concerns staff have about children are investigated.
- Speech and Language Therapists visit the school and are contacted with concerns and queries. The school has a speech and language communications assistant who works with targeted children once per week.
- The SENCO meets with representatives from these and any other agencies as and when necessary.
- The SENCO visits pre-schools in the local area to address any concerns for children starting in the foundation stage.

14. PARENTS

- At the pre-school meeting with the Head or class teacher, parents are encouraged to share any concerns.
- This partnership continues with termly parent evenings and regular target meetings for those children with Statements, ECHP's and Individual Learning Plans.
- The school actively promotes home/school liaison where parents, pupils and teachers work in close partnership in formal and informal meetings.

15. TRANSITION ARRANGEMENTS

- When children transfer to the Junior School, the SENCO liaises with the Junior School SENCO to transfer information and individual records.
- Year Two and Year Three staff meet to discuss individual children.
- Copies of One Plans are put with the children's individual records.
- The Special Needs Register includes child's name, date of birth, SEN level and any relevant diagnosis.
- If any child requires an enhanced transition this will be discussed with the Junior School ahead of time to allow for arrangements to be made.

16. REVIEW OF POLICY

This policy will be reviewed annually in The Special Needs Governor will report annually to the full Governing Body meeting at the Autumn Term meeting.

Approved and evaluated by teaching staff on _____

Approved by Governing Body on _____

Signed on behalf of Governing Body _____

Date _____