



## Pinewood Infant School

# Special Education Needs Policy

### Definitions:

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her as defined in the section below (see: Special Educational Needs and Disabilities Act 2001 and the SEN Code of Practice 2001<sup>1</sup>)

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; and/or
- b) has a disability which either prevents or hinders the child from making use of facilities of a kind provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools, other than special schools, in the area.

### Aim of Policy:

Our aim at Pinewood is to provide a broad and balanced curriculum for all children, from Early Years to the end of Key Stage 1.

This includes any child who, at any time, might be in need of special educational provision with regard to their academic, emotional and/or physical abilities.

The curriculum should be made fully accessible and relevant, taking into account each child's abilities, behaviour and learning styles. Each child should be helped to achieve his/her full individual potential.

Where a child does have special educational needs, parents should be supported to come to terms with their child's needs; and given guidance on how best to support their child. The child should be involved, where practicable, in decisions affecting this provision.

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<sup>1</sup> DfES/581/2001: <https://www.education.gov.uk/publications/eOrderingDownload/0581-2001-SEN-CodeofPractice.pdf>

## **Objectives of Policy:**

To ensure that measures are in place that –

- 1) ensure early identification and provision for every child who may have special needs;
- 2) ensure each child's needs are fully met, with appropriate support so that each child is able to realize their full potential and optimize their self esteem; and
- 3) ensure there is appropriate, sufficient and documented monitoring and review of children's progress.

## **Roles and Responsibilities**

The Governing Body is responsible for: the school's general policy and approach to meeting children's SEN, for those with statements and those without. It must set up appropriate staffing and funding arrangements and oversee the school's work. The general duties of governing bodies and the 'responsible person' are set out in full in paragraphs 1:16 to 1:22 of the SEN Code of Practice. One of the Governing Body shall be appointed as a Governor with special responsibility for SEN.

The Head Teacher is responsible for: oversight leadership and management of all aspects of the school's life, including in respect of special educational needs. The Head Teacher shall be the 'responsible person', who makes sure that all those who are likely to teach a pupil with a statement of special educational needs are told about the statement.

The SENCo (Special Educational Needs Co-ordinator) is responsible for: ensuring liaison with parents and other professionals in respect of children with special educational needs; advising and supporting other practitioners in the setting; ensuring that appropriate Individual Education Plans are in place; and for ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated. (See paragraphs 4.15 and 4.16 of the SEN Code of Practice).

Classroom staff are responsible for: the day-to-day management of needs (including special educational needs) of all children in the classroom.

## **Admission Arrangements**

No child will be refused admission to our school on the basis of his or her special educational need, ethnicity or language need. In accordance with the Equalities Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The school will follow its Admission Policy when considering applications for admitting pupils who have special educational needs. Children placed in the Resource Provision are identified and admitted via the Local Authority Hampshire

We recognise that it is our duty to make 'reasonable adjustments' to avoid disadvantage to any pupil with a disability.

## Protocols for SEN arrangements

While this policy sets the broad strategy and approach for meeting children's SEN, it shall be the responsibility of the SENCO with the approval of the Head Teacher to have in place appropriate arrangements for complying with this policy.

Protocols introduced by the SENCO and the Head Teacher (see **Annexed** 'Guidelines') shall include details on the following areas:

- **Identification, Assessment and Review arrangements** in line with Chapter 5 of the SEN Code of Practice.
- **Early Identification** including the need for and the conduct of home visits during the first few weeks of the child's time at school.
- **School based assessment** including in relation to the Foundation Stage Profile and the British Picture Vocabulary Scale.
- **Review arrangements** once Individual Education Plans are in place.
- **Transition arrangements** where children transfer to other schools, including junior schools.
- **Staff training** as and where appropriate, and whether using internal or external resources.

Protocols in place should be reviewed regularly (and at least annually) by the SEN Governor; and by the Full Governing Body.

The protocols in force from time to time shall be annexed to this policy.

### **Liaison with Outside Agencies.**

In line with the arrangements for School Action Plus the school works closely with a range of outside agencies. These include Hampshire Educational Psychology Service., Physiotherapist, Speech and Language therapist and Occupational Therapists. The SENCo liaises with the School Nurse and Paediatricians involved in the care of particular children.

For the purposes of School Action Plus the current Manager of the Resourced Provision who is also the SENCo for the mainstream school is considered to be an outside agency in her capacity as Specialist teacher (Language Impairment).

Responsibility:	Safeguarding Committee
Review cycle:	3 years
Date Agreed:	6 <sup>th</sup> February 2014
Next Review Date:	February 2017

## **SEN Policy Guidelines.**

### **Identification, Assessment and Review arrangements.**

The school adheres to the system of graduated response outlined in the Code of Practice 2002<sup>2</sup>. Details of this can be found in Chapter 5 of the SEN Code of Practice. DfES 2002.

In addition to offering places to mainstream children between the ages of 4 and 7, Pinewood Infant School also has *Resourced Provision for Speech, Language and Communication* needs. At present there are 15 places funded by the Local Education Authority for children who have a Statement for Speech, Language and Communication needs. The criteria for admission to the Resourced Provision for Speech, Language and Communication needs can be found in Hampshire County Council publication "Resourced provision for children with Language Impairment" 2000.

If the parents of a child with a statement wish to name Pinewood as their child's school via the Statementing process this will be dealt with according to the school's admissions policy which is in line with Hampshire LEA admissions policy for the year in question.

If the child is supported in class they will be deemed to be receiving Early Intervention. If a greater level of support is required they will be included on the SEN register. If included on the SEN register those children for whom the SENCO provides advice will be placed at School Action and those for whom advice is sought from outside agencies will be placed at School Action Plus.

If a child is included on the SEN register they will be issued with an Individual Education programme (IEP). Small step targets will be outlined in the child's IEP.

### **Early Identification.**

The Early Years staff conduct home visits prior to the child starting school. During these visits parents will be offered the opportunity to discuss any concerns they may have about their child's progress and development. Records are also transferred from the child's pre-school placement.

### **School based assessment.**

Children may be identified as having SEN following observation and monitoring by teachers and LSAs or through the school's routine assessments.

- a) Foundation Stage Profile. This is an ongoing assessment package, first administered to all children during their first few weeks at school. The initial results are shared with parents and any concern about areas of development will be raised during this meeting. Concerns will also be shared with the SENCo and a decision made as to whether the child needs to be offered extra support.

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<sup>2</sup> <https://www.education.gov.uk/publications/eOrderingDownload/0581-2001-SEN-CodeofPractice.pdf>

- b) British Picture Vocabulary Screen. (BPVS). This is an assessment of receptive language which is administered to all children in the Early Years during their first term at school. Those children who present with a delay of more than 12 months will receive extra support for language development and will be assessed again after 6 months. If after 6 months of intervention no measurable gains have been made the situation will be discussed with parents and a referral to Speech and Language Therapy service may be considered.
  
- c) Dyslexia Early Screening Test (DEST). Those children who are making slow progress with gaining literacy skills will be tested following transfer to Year 1. This is a test designed to identify those children who have a significant risk of having Dyslexic traits. Those children with a score of 0.7 or above will receive extra support with Literacy skills. Research shows that Dyslexia has a strong heritable pattern so children who have a family history of Dyslexia will be monitored closely.
  
- d) Children causing concern are discussed at half termly Raising Attainment meetings (RAMs) and any additional support/ assessment required is planned as a result

### **Support provided for children with SEN.**

Support to enable the child to reach their targets may take a variety of forms.

- 1) Opportunities to work in a small group within the class for particular curriculum subjects.
  
- 2) Opportunities to work 1-1 or in small groups on individual targets. (Yellow book work). Programmes of work are devised by the SENCo following discussion with class teachers and support staff. These programmes are filed in a Yellow folder and worked on by teaching or support staff during the week. Some activities take place weekly whilst others may be carried out 2 or 3 times a week or daily. Speech programmes are carried out at least 4 times each week.
  
- 3) Small group work for Language development (Concepts/Vocabulary). This forms part of Yellow book programmes in Year R and may be delegated to the LSA supporting language programmes or carried out by the SENCO in Key Stage 1.
  
- 4) Access to augmentative systems of communication (PECs, Sign language).

### **Review arrangements.**

- 1) Small group work on curriculum subjects is evaluated at the end of each session and these evaluations placed in the planning/evaluation file for the class.
  
- 2) Yellow books are reviewed on a weekly basis by the SENCo. A tally is made to ensure that all children are receiving the sessions allocated to them. Staff also make notes for the SENCo as to how children are progressing with a particular target and if they need further work on this target.

- 3) A member of the support staff from each class is allocated a morning session each week to work on Speech and Language targets planned by the Speech and Language Therapist (SALT).
- 4) The success of augmentative systems of communication is reviewed periodically by the SENCo and SALT.

The IEP will be updated each half term or when a child has achieved a particular target. The IEP is shared with parents once each term at the termly target setting meetings and they are given a copy for their own records.

If after 6 months intervention a child appears to have a level of need which requires a higher level of intervention the school may progress to a Statutory assessment with a view to obtaining a Statement of SEN. This is only likely to occur where the school is seeking a specialist provision or a Special school place for the child at the end of Key Stage 1. It may also occur if the child requires additional support in the form of equipment eg radio aid.

### **Partnership with parents.**

*“The school has a duty to inform the child’s parents that special educational provision is being made for the child because the child has SEN”. Education Act 1996 section 317A*

The school is committed to working in partnership with parents and includes parents in the decision making process throughout the child’s time at school. Parents are welcome to bring friends to meetings if they wish. Hampshire LEA offer support to parents through the Parent Partnership service. Details are available on request from the school.

Parents are themselves supported to come to terms with their child’s SEN and are given guidance on how best to support their child.

The child is involved, where practicable, in decisions affecting their provision.

Parents requiring an interpreter for an Annual Review meeting should contact the school in advance of the meeting.

The school is committed to working within the remit of the DDA.

### **Transition.**

The nearest junior school is Guillemont Junior School. When children transfer to junior school the SENCo will liaise with the appropriate SENCo and staff and pass on records and IEPs. If a child moves to a different school before the end of Key Stage One their records will be transferred to the new school and contact will be made with the school where possible.

Although there is also Resourced Provision for Language Impairment at Guillemont Junior School transfer between the two schools is not automatic for those children already within the Resourced Provision at Pinewood. Decisions about Key Stage Two placement will be made at the Year 1 Annual Review in the summer term and papers will be presented to LAPAG according to the timetable set out by the LEA.

**Staff training.**

Where training needs are identified the appropriate training will be offered. This may be in the form of advice from the SENCo or training courses offered by HIAS or outside training agencies. Staff will also attend the County run "Language Unit Study day" which takes place annually. A mix of teaching and support staff will attend on a rolling programme.